

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of the Study

Language, a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. Language is taken an important role in the world's communication. Without language, people cannot communicate with the others. Language is a complex, specialized skill, which develops in the child spontaneously. On the other hand, Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. There are many languages used for communication by people all over the world such as Chinese, Spanish, Franch, Russia, English, etc. During the Globalization process, the most exist language used by people and roles important part in developing the globalization erais English.

English as one of important part in developing the Globalization era take hold the roles for many things. There are so many roles of English Language in the world, they are for Education, the Internet and Press, Travel and Business, and the last is the Global Common Tongue. The global communication is made by each country exchange the information on various issues and people can communicate with the others from different countries by using English. One of that countries is Indonesia.

In Indonesia, Teaching English starts from playgroup, primary school, junior high school, senior high school up to university level. The English curriculum in primary school until senior high school using *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Knowing that English is quite significant for the future, the goverment always makes efforts to improve the quality of English teaching in all educational institution and expect the students to be able mastering all of English skill. There are four major skills in English Teaching process, they are Reading, Speaking, Listening and Writing . Teaching Writing is one of important skills in English.

Teaching Writing is one of important skills in English. Writing is called as the written productive language skill. It is the skill of writer to communicate information to the reader or group of readers. The learners can express their ideas in written form. It means they have to be able to write correct sentences and arrange them into a good paragraph In teaching writing, teacher should introduce the material to the students. One material that learned in Senior High School is genre. Students are expected to be able to comprehend the types of genres in writing such as spoof, recount, narrative, procedure, hortatory exposition, anecdote, descriptive, report, analytical exposition, explanation and News item. Recount text is one of the examples of writing product as a subject which learned by students in classroom.

Recount text is a piece of text retells past events, usually in the order which they happened. The purpose of a recount text to give the audience a description of what occurred and when it occurred. One condition that makes

students write freely is, when they are writing about their own personal experiences, such as writing a journal or a diary.

Based on the writer's experience when doing Teacher Teaching Practice in SMA Swasta Gajah Mada Medan, the writer found that many students were difficult in Writing. In the process of doing their writing, the students were difficult to create a correct sentence because they did not have enough background about grammar and the language structure. When doing the writing, the students could not be able transforming their mother language into the English structure because they were confused how to create a sentence in a good structure and correct grammatical rules. Most of them created some sentences by using uncorrect words and uncorrect forms. Mostly, the writer found the students used uncorrect word in using the element of phrase. One of them is noun phrases. Sometimes, they did some mistakes in write the elements of noun phrase, such as the using of adjective, qualifier, the modifiers, etc.

In the process of teaching writing especially in Recount text, the students usually make some errors. One of them is the using of noun phrase in writing recount text. To know errors in using English noun phrases, errors analysis is needed. Errors analysis is carried out for identifying, describing, and analyzing errors in one language, so that certain areas of difficulties will be known.

According to S. Pit Corder (1981:36) :

“Errors are still classified on a superficial basis as errors of omission where some element is omitted which should be present; errors of addition where some element is present which should not be there; errors of selection where the wrong item has been chosen in place of the right one; and errors of ordering where the elements presented are correct but wrongly sequenced.”

Based on the explanations above, the writer will conduct to make a research entitled **“An Error Analysis Of Using English Noun Phrases In Recount text Of The Eleventh Grade Students in SMA Negeri 1 Pahae Jae”**.

### **1.2 The Problem of the Study**

Based on the background of the study above, the problem of this study is formulated as following **“What kinds of errors are found in using English Noun Phrases in Recount Text of the eleventh grade students in SMA Negeri 1 Pahae Jae?”**

### **1.3 The Objective of the Study**

In relation to the problem, the objective of this study is **To find out the kinds of errors are found in using English Noun Phrases in Recount Text of the eleventh grade students in SMA Negeri 1 Pahae Jae?**

### **1.4 The Scope of the Study**

In this study, the writer will be focused on student’s errors of using the noun phrases in Recount Text of The Eleventh Grade Students in SMA Negeri 1 Pahae Jae.

### **1.5 The Significances of the Study**

There are two kinds of significances in a scientific study. There are the theoretical significances and the practical significances. The two significances are stated as follows:

#### **1.5.1 The Theoretical**

Theoretically, the result of the study is expected to be useful for the English learner to enrich the horizon of English learning theory and expected to be significant for English Writing courses by analyzing the errors of using the English Noun Phrases in Recount text?

### **1.5.2 The practical**

The findings of the study are practically expected to be significant for:

1. The writer : the result of this research can be used as one of the references and information to increase the knowledge of noun phrases.
2. The students of English Department : to enrich their knowledge on English Noun Phrases toward to their ability in teaching writing especially in Recount text.
3. The teachers: it can be used as an additional reference to design better teaching material and to improve the achievement of teaching especially in teaching writing of Recount text by knowing the errors of students in using English noun phrases in Recount Text ?

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In conducting this research, theories are needed to explain some concepts that have relation with this research. Some related theories are used for some basic theories to support the study. In this case, it is very important to list the following terms for the purpose of the study.

##### **2.1.1 Language**

Language is a system of communication used by a particular community or country. In the process of communication, Language is taken an important role in the world's communication. According to Jack C. Richards (1985:153), Language is the system of human communication by means of structured arrangement of sounds (or their written presentation) to form largest units, example morphemes, words, sentences.

Brown (2007:6) states that "Language is a complex specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction is deployed without awareness of us underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently".

The writer concludes that language is meant of communication that makes people can express their purposes, feelings, and their opinions. Using language, human are allowed to know the basic of language like sound, meaning, or rules to support them easier communicating each other people. In this world there are many languages, one of them is English.

##### **2.1.2 English**

English as one of languages in the world takes important roles in International Communication. There are so many roles of English Language in the world, they are for Education, the Internet and Press, Travel and Business, and the last is the Global Common Tongue. The global communication, is made by each country exchange the information on various issues and people can communicate with the others from different countries by using English.

According to Sumarsih and Sanjaya (2013: 106), English is the language of global terms that need to be developed in Indonesia. In an employment sector, English ability which must be mastered by many people because English aspect has an important role in order to support the job.

McDonough and Christopher Shaw (1993: 59) said that “English is the area of English language teaching known as English for Specific Purposes (ESP), the concept is very well develop, particularly for students studying their own specialist through the medium of English where a mastery of large number of academic related skills is very important”.

Based on the explanations above, the writer can conclude that English in the world as the common, and teaching English in Indonesia needs some basic skills i.e listening, reading, speaking, and writing. Writing is one of important part in English teaching.

## **2.2 Writing**

Writing is process of discovering and organizing the writer ideas, putting them on a paper and reshaping and revising them. Writing is a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. In writing,

some ideas are formed insentences which are arranged in a good way and related to each other so that the information can be received. Byrne (2001:1) said that “writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it”. The writing must be coherence among other, and writing should be organized effectively and include aspects such as words choice, grammar, mechanics and content.

According to Harmer (2004:33), writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. Students even consult dictionaries, words choice, grammar books, and other reference material to help them in writing.

According to Hyland (2003:22) essentially, writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge and writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extention of grammar, a means of reinforcing language patterns through habit formation and testing learners’ ability to produce well-formed sentences.

Based on the explanations above, the writer says that writing is a valuable learning tool which creatively used by students in learning process. It means that writing is an activity which takes time to explore the ideas or thoughts into words and compose them into a good writing and students should master grammar, vocabulary and have to follow the whole of writing process in order to create the meaningful writing.

### **2.2.1 Writing Skill**



Writing skill is the productive skill in the written mode that is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language.

According to Hyland (2002:19), good writing is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. Good writing must be discovery by a responsible of his unique within his subject. When students learn how to write, ‘they can put their thoughts down in a journal, write a letter to a friend, and create a story that comes from their imagination. They can compose more extensive pieces where they have a chance to write it, read, review and revise it.

Good writing is the result of much practice and hard work. This fact should encourage students. If the students willing to work, they can improve their writing. The regular practice will make them a better writer.

### **2.2.2 The Process of Writing**

The writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, and research. Jo Ray and Winkler (1986: 10) states that writing is a creative process- an intellectual exercise that results in symbolic product, be it a book, story, play, report, essay, memo, letter, or paragraph. But it is not as simple a process as learning to ride a bicycle with a definite point at which mastery is visibly and finally achieved for all time

According to McCrimmon (1984 :10), the process of writing will be divided into three stages. They are:

1. Planning

(Planning in any orderly procedure used to bring about a desired result. As the first stage in the writing process, *planning is a series of strategies designed to find and produce information*

*in writing*. When you begin any writing project, you need to discover what is possible. You need to locate and explore a variety of subjects. You need to invent alternative ways to think and write about each subject. And you need to consider all ideas, however mundane or unsettling, in order to select and create the substance out of which you will shape your subject.

## 2. Drafting

Drafting is a procedure for drawing up a preliminary sketch as the second stage in the writing process, *drafting is a series of strategies designed to organize and develop a sustained piece of writing*. One planning has enabled you to identify several subjects and encouraged you to gather information on those subjects from different perspectives, you need to determine what you can best accomplish in writing. you need to select one subject and organize your information about it into meaningful clusters. Then you need to find connections among those clusters and discover the relationship that links the connections.

## 3. Revising ( reflecting and Editing)

Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, *revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing*. Revising involves correcting errors in grammar, spelling and mechanics. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. It will help the author to make appropriate revisions. After you have completed your preliminary draft, you need to stand back from your text and decide what actions would seem to be most productive. You may have to embark upon global revision, a complete re-creation of the world of your writing. or you may be able to begin local revision. A concerted effort to perfect the smaller elements in a piece of writing you have already created.

## 2.3 Genre

Genre is an organizing concept for cultural practices. Genre is a based accession, function, behaviour, and interaction structures. Genres are classified according to their social purpose and identified according to the stages they move through to attain their purpose.

According to Hyland (2003:41), genres are both what students actively do with language and how they come to understand the ways it works; however this “reproductive” element has been criticized as running the risk of a static, decontextualized pedagogy . Every genre has a number of features which make it different to other genres, each has specific purpose, an overall structure, specific linguistic features, and is shared by members of a community usually have little difficulty in recognizing similarities in the text they use frequently.

### 2.3.1 Types of Genre

There are many types of genre in the text. According to Gerot and Wignell (1994:190), text are divided into thirteen types of genre. They are:

1. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
2. News item is kind of genre to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.
3. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter
4. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
5. Recount is a text genre to retells events for the purpose of informing and entertaining.

6. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

8. Description is a kind of genre used to describe a particular person, place or thing.

9. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

10. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

11. Discussion is a kind of genre used to present (at least) two points of view about an issue.

12. Review is a kind of genre used to critique an art work or event for a public audience.

13. Spoof is a kind of genre used to retell an event with a humorous twist.

From the explanations above, the writer concludes that writing is related to some kinds of genre. The genre in writing consists the spoof, review, discussion, explanation, hortatory exposition, description, procedure, narrative, news item, anecdote, analytical exposition, report, and recount text. Recount text is one of specific kind of text that contain the past event.

## **2.4 Recount Text**

There are some types taught in Senior High School; descriptive text, procedural text, narrative text and recount text. Based on standart and basic competency, recount text is taught to the eleventh year students of Senior High School. Recount text is one of the story genre that tells

events or experiences in the past. Basically, it is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount text is similar way to the narration is written. Specifically, a recount is written out to inform an event or to entertain people.

According to Hyland (2003:39), the purpose of factual recount is to reconstruct past experiences by retelling events in original sequence. The purpose of literary or story recount text is to tell a sequence of events so that is entertains. The story of recount text has expressions of attitude and feeling, usually made by the narrator about the events.

From the explanation above, the write concludes that recount text related to some events or a sequence of experiences in the past and has a certain purpose to entertaint the readers.

#### **2.4.1 Types of Recount Text**

According to Derewianka (1990:15), there are three types of recount text. They are :

##### **1. Personal Recount**

Telling about activities whereas the writer or speaker involves or do by her or himself (e.g oral anecdote, diary entry) use the first pronouns (I, we). Personal responses to the events can be included, particularly at the end. Details are often choose to add interest or humor.

##### **2. Factual Recount**

Record the particulars of an incident (e.g report of science experiment, police report, historical account). A factual recount is concered with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as historical recount. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of the event, experiences, or achievement. This type uses

the third person pronouns (he, she, it and they). Details are usually selected to help the reader reconstruct the activity or incidents accurately.

### 3. Imaginative Recount

Imaginative or literary recounts entertain the reader by the recreating events of an imaginary world as though they are real. Emotive language, specific detail and first person narration are used to give the writing impact and appeal.

From three types of recount text above, the research focus in personal recount since it retells the activities whereas the writer or speaker involves or does by her or himself.

#### **2.4.2 Generic Structure of Recount Text**

According to Siahaan and Shinoda (2008:35), there are three generic structures of recount text. They are:

1. Orientation : Provide the setting and introduces participants.
2. Events : Tells what happened in what sequence.
3. Re-orientation : Optional-closure of events.

Based on the explanation above, the writer concludes the good paragraph must have an orientation, events, and re-orientation because they have crucial functions to make a good paragraph.

#### **2.4.3 Language Features of Recount Text**

Beside the generic structures or rhetorical features of a recount text, Derewianka (1990: 15) states there are also the language features which are found in recount text, they are :

- 1) Focus on specific participant to identify who is involved in the text.
- 2) Use past tense to retell the events.
- 3) Use action verbs.

- 4) The use of linking items or descriptive words to give details about who, when, where, and how.

## **2.5 Error**

Error is natural part of language learning. It is impossible that learners never make any errors in language learning. Errors can occur in Phonological, Grammatical, and Semantic Level. Actually, the learner's errors do always have feedback for themselves. In learners' error, the teacher will also know in which part of the subject matter that most students make errors and most students do not. The teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis. Carl James (1998:1) states error is likewise unique to humans, who are not only *sapiens* and *loquens*, but also *homo errans*.

From that explanations, the writer states that errors are the human natural part and every people defenitely ever make some errors.

### **2.5.1 Error Analysis**

Error Analysis is the identification, description and explanation of errors that occur both in spoken and written form. According to Brown (2000: 218) error analysis is the fact that learners do the errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors. Richards et.al (1985:96) states that error analysis is the study of errors made by the second and foreign language learners. Crystal (1987:112) adss that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Error analysis is used to show students' problem. Moreover, it gives information to teacher about the process of acquiring a foreign language made by students. Jack C Richard (1974:25) adds that learners errors are significant in three different ways. Firstly, errors can tell the teacher about the progress of the learner and how far the learner can apply the teachers' method. Secondly, they tell the researcher how actually language is learned; therefore researchers through errors discover strategies applied in acquiring a language. The last, errors can serve as good feedback to learners for self-adjustment, hence they will not make the same errors again. According to Lennon (1991: 11) an error is a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers' native speakers' counterpart. From the definition above, it can be concluded that errors occur when the learners speak or write. An occurring of those areas are caused by the learners still developing acquisition of the L2 (target language) rules system. By classifying errors that learners made, researchers could learn a great deal about the second language acquisition process by inferring the strategies that the learners were adopting.

### **2.5.2 The Types of Error**

There are many types of error. According to S. P. Corder (1981: 36) Errors are still classified on a superficial basis as:

#### **1. Error of Omission**

It is sentence which one of its aspect (word) is omitted

Ex : 1). *I read magazine.*



Should be : *I read a magazine* because the sentence above the determiner “a” is omitted.

2). *Daniel eats orange*

Should be : *Daniel eats an orange* because the sentence above the determiner “an” is omitted.

## 2. Error of Addition

It is a sentences where some elements are presented, which should be there. The error of addition happens because learners add letter or word in sentences where should not be added there.

Ex :

1). *Does have you lunch?*

Should be : *Have you had lunch?* Because the sentence above the auxiliary “does” is added.

2). *Do have you seen Siska?*

Should be : *Have you seen Siska?* Because the sentence above the auxiliary “do” is added.

3). *I am go to office everyday*

Should be : *I go to office everyday.* Because the sentence above to be “am” is added.

## 3. Error of Misformation

It is a sentence which one of its aspect (word) is substituted by another.

Ex :

1). *Your dress is different with them*

Should be : *Your dress is different from theirs* because the sentence above should use the reflexive pronoun “theirs” instead of “them” as an object.

2). *We take we flowers*

Should be : *We take our flowers* because the sentence above should use the possessive pronoun “our” instead of “we” as a subject.

3). *She hair is long*

Should be : *Her hair is long* because the sentence above should use the possessive pronoun “her” instead of “she” as a subject.

#### 4. Error of Misordering

It is sentence which is order incorrect or a certain aspect of language rule is not suitable. The sentence can be right in presented elements, but wrongly sequenced.

Ex :

1). *I don't know what does he want*

*She said that she wants a cup of tea*

*The first sentence is wrongly word ordered, and the second one is wrongly sequence of time.*

2). *They are students good*

Should be : *they are good students* because the sentence above, the rule of structure is not suitable.

3). *I write a letter yesterday*

Should be : *I wrote a letter yesterday* because the sentence above the sequenced of time is wrong.

## **2.6 Phrases**

A phrase (also known as a group) is meaningful group of words that forms part of a sentence or clause. According to Gerot, and Wignel (1995: 140) defined a phrase as a group of words and, like everything else in grammar; relationships between and among words in the group are structured. It is basically an extension of a word. It consists of a headword plus any modification to that word.. Additionally, G. David Morley(2000: 53) Thought in Traditional Grammar, a phrase involved a grouping of two or more words, nowadays the phrase is regarded as a grouping of one or more words which focus around a headword elements and which together perform the grammatical role which in other circumstances could be expressed by a single word.

Based on some defenitions above, phrase is united two words or more, it is not as subject or verb, it has meaning and it can be understand by people. Phrase can not stand alone (dependent). Phrase can put as subject or object in the sentence. We can conclude that phrase is a substance to construct the sentence.

### **2.6.1 Types of Phrase**

Phrase as a group of words has some types. According to G. David Morley(2000: 53), there are five types of phrases or group: Noun phrase (Nominal phrase), Verb Phrase, Adjective phrase, Adverbial phrase, and Prepositional phrase.

### 1. Verb phrase

A verb phrase consists of main verb and one or more auxiliaries. The main verb can be either action verb or a linking verb. Main verb can be base, the present tense, the past tense, the infinitive, the present participle and the past participle.

### 2. Adjective Phrase

Adjective phrase has an adjective headword. Adjective phrase can be used as an attributive or a predicative adjective.

#### 1) Attribute Adjective

An attributive adjective is adjective that puts before the noun or inside the noun phrase.

For example :

The *old* man is sitting in the park (this is attributive adjective phrase)

#### 2) Predicative Adjective

A predicative adjective is adjective that puts after the noun or outside the noun phrase. A predicative adjective is linked to the noun it modifies with a linking verb.

For example :

The building look*shigh*. (this is a predicative adjective phrase. The linking verb is look)

### 3. Adverbial Phrase

An adverbial phrase is a group of words beginning with a preposition (Knapp and Watkins, 2005:42). Adverbial phrase has an adverb as their headword. It function like an adverb

to modify a verb, an adjective or another adverb. It consists of adverb or other words such as preposition, noun, verb or modifiers.

For example :

- 1) She runs very fast, (modifies verb run)
- 2) He always sings in loud voice, (modifies verb sing)

#### 4. Prepositional Phrase

A prepositional phrase consists of a preposition (a word such as on, to, in, or with) and its object (the noun or pronoun it introduces).

#### 5. Noun phrase (nominal phrase)

A noun phrase is a group of words which has a noun as its head word and includes all additional information related to that noun. In addition, another definition that the nominal group is the grammatical unit which allows the widest range of meanings to be expressed, not least because of the embedding. It can be simply defined that it is regarded as expanded nouns, as in the following example:

1. Water is cold  
N
2. The water in the bath is cold  
NP

### 2.7 Noun Phrases

A noun phrase is a group of words which has a noun as its head word and includes all additional information related to that noun. According to Thompson (1996: 179), The noun (nominal) group is the grammatical unit which allows the widest range of meanings to be expressed, not least because of the embedding. It can be simply defined that it is regarded as expanded nouns. Additionally, G. David Morley (2000: 53) says that A nominal phrase has a

noun or pronoun as its headword. A nominal phrase with a noun headword may be typically be preceded or modified (pre-headword modification or pre-modification) or determined by an article, genitive phrase, an adjective phrase or another noun (nominal phrase) and they may be followed and qualified (post-head word modification) or post modification by a prepositional phrase or subordinate clause or in certain cases an adjective or nominal phrase, e.g.

According to Dino Kusuma on journal of English Education Study Program (2013: 388) in Frank (1972:120), Noun phrase is the structure of the head and its modifiers. In English there are many rules to obey in constructing noun phrases, like the rule of post and pre modifiers or the sequence of modifiers. Based on the explanation above, the writer concludes that Noun phrase is a group of words (noun or pronouns) that formed in acceptable structure of head and its modifiers which allows the widest range of meanings to be expressed. Based on the explanations above, the writer views the noun phrase as a part of a sentence that formed by a headword and its modifiers. Noun phrase is the structure of pre-modifiers, headnoun, and post-modifiers.

### **2.7.1 The Elements Of Noun Phrase**

Behind the types, the noun phrase has some basic elements. According to G. David Morley (2000: 126), Nominal phrase structure is accounted for in terms of the basic elements: determiner(d), modifier(m), nominal head element/headword(h) and qualifier(q).

#### 1) Determiner

The determiner is the element of the phrase which specifies the subset of the headword being referred to. Selection is generally interpreted as being based on criteria of deixis and quantification/numeration. *Deixis* spans definiteness and indefiniteness (typically associated with articles *a* and *the*, but by no means limited to them) together with identification and possession. Thus, for example definiteness is built into the meaning of the demonstrative *this* and *that* or the

possessives, e.g. *My, your*, also it is into the exclamative use of the wh- and typic pronouns what and such in *whaat/such a sighs!* Quantification includes exact and inexact numeratives, in other words numerals and quantifiers (including fractions and multipliers), which can typically be elicited with the questions “how mush/many X?”. Determiners thus typically embrace:

- a. Articles: a, the (the car is ready)
- b. Pronouns: various subclasses:
  - a) Demonstrative (this, that)
  - b) Possessives (my, his, her, your)
  - c) Relatives (whose, which)
  - d) Interrogatives (which, what, whose)
  - e) Typics ( i can understand such stupidity)
  - f) Exclamatives (what nonsense!)
  - g) Quantifiers (all, both, many, some, few, several, no, each, every, any, much, either, and neither)
- c. Genitive phrase (David’s, my siste’s, the new universtity’s)
- d. Adjectives : some grammarians have also included a restricted set of adjectives which, like pronominal and genitive phrase determiners, perform a selective function rather than the ‘normal’ qualitative/ feature characterization role, e.g.
  - a) Particularization: certain, previous, former, latter, other.
  - b) Quantification: complete, whole, entire, total, only, sole.

## 2) Modifiers

The element occurring between the determiner and the headword element is the modifier and its function is determined by this position. Modifiers include primarily adjectives,

participles and nouns:

- a. Adjectives (adj) : that enormous, old, red bucket.
- b. Participles, present and past (verb): a drowning man, baked potatoes (here drowning and baked are functioning adjectivally as modifiers but are themselves verbs rather than adjectives. They cannot themselves be modified by degree adverbs ( very, yet) they can be modified by manner adverbs(*a gradually drowning man, well backed potatoes*).

### 3) Qualifiers

Qualifiers are those elements which are placed after the headword and are, therefore, also determined by position. In certain, fairly limited circumstances in English this position and role may be filled by an adjective (*the secretary general, the princess royal, the president elect, the person responsible, something tasty, nothing new, the fastest time possible*). In expressions like *the person responsible, something tasty, nothing new* the adjective can be seen as a single word adjectival phrase which is further expandable (*something tasty, nothing very new*).

#### 2.7.2 The Structure Of Noun Phrase

Like words, phrases can be classified partly by their external function and partly by their internal form. It means that 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.

The structure of noun phrase consists of head, pre-modifier and some time post modifier. According to Ida Vera Sophya(2014:2) in journal of Stain Kudus in Leech, Deuchar and Hougenraad (1981: 61), the head of a noun phrase may be:

- A noun : (the book), (dear Reza), (river).



- A pronoun : ( It), ( herself), ( everyone, (she), (he).
- An adjective (less usually) : (the absurd),
- An enumerator : (all fifteen) or a genitive phrase ((John's)

In addition, Mc Manis, Stolen Werk and Zheng-Sheng (1988:171) added that a noun phrase might just consist of a proper name (e.g. the name of person, place, city, country), a plural noun (e.g. elephants, leaves) or a noun referring to a substance (e.g. gasoline). Halliday (1994: 189) said that the head of noun phrase is the semantic core of the nominal group. It may be expressed by a pronoun, a proper name or a common noun. Proper names and pronouns rarely need any further specification, since they refer to unique thing, and therefore usually appear with no pre-or post modifier.

Besides of head, another word in a noun phrase is modifier. It is divided into two modifiers, namely pre-modifies and post modifier. Pre modifier takes place before the head. Post modifier takes place after noun phrase. The function of modifier is to modify the head of a noun phrase. The following paragraph shows a sample of the range of possible structures, the analyses are given below:

“The word Islam, which is derived from Arabic, means to accept, to follow and to obey. In other words, Islam is following God, the Master. God is our Creator and Master. Our success in lives relies fully on following the Master. Therefore, we must all obey His commands, either in words or in deed. (Adapted from English for Islamic Studies by Darwis, 2001: 30)”

Table I

#### Analysis of Noun Phrase Structure

The word other	Islam words Islam God Master success we Commands	which is derived from Arabic
the our		
His		in lives either in words or in deed.
Pre-modifier	Headword	Post-modifier

From table 1, The writer can see that the head consists of one word. Pre- modifier and post modifier consist of more than one word. They describe or modify the headword.

According to Leech, Deuchar, and Hougenraad (1981: 62- 63), the pre-modifier of a noun phrase may be:

1. Determiner : ( the religion),( a study), etc
2. Enumerator : ( two approaches),(sec ond competition), etc
3. Adjectives : ( qualitative approach),( moral behaviour), etc
4. Nouns : ( religion founder),( Mosque foundation), etc
5. Genitive Phrase : ( (someone else' s) problems), etc

The post modifiers of a noun phrase may be:

1. Prepositional phrase : (the recitatin- the quran)
2. Relative clause : (a person (which i respect))

## 2.8 The Previous Research

The writer took the review of related literature from other graduating paper as the principles and the comparison with this research. The first one is taken from Dino Arlia Kusuma (2013) entitled “An Error Analysis Of Noun Phrase Structure By The Fifth Semester Student In

English Education”. There were 97 students in the fifth semester as the population of the research. The writer only took 30 students as the sample by conducting random sampling. The data of the research were the student’s error in using noun phrases; the data was taken from writing-essay test. The data from the test were used to find out the types of students’ error and percentages of the students’ errors. In the research, the writer found that students performed in using noun phrases can be classified as follows: For addition, there were 2 (2,38%) errors in double marking, 4 (4,76%) errors in regularization, and 9 (10.72 %) errors in simple addition. For omission, the writer found 33 (39.28 %) errors. For misformation, there were 16(19.04%) error in regularization, 4 (4.7%) errors in archi- form, and 7(8.33%) errors in alternating form. For misordering, the writer found 9 (10.71%) errors.

The second one is taken from Dinnie Hijrie Firdausi (2014) entitled “ an analysis on student’s error in using noun phrases”, concluded that the total errors of omission were 11 or 3,7% in grammar text level, the addition were 1 or 0,3% in substance level, the selection were 278 or 95.8%, while were no error found in ordering. From the calculation of the data, error of selection is the most frequent errors was done by the first grade students of SMP YMJ with the percentage 95.8%. Moreover, it is followed by error of omission with percentage 3.75%, and error in addition only 0,3%. So, the types of error that made by the students of the first year of SMP Yayasan Miftahul Jannah (YMJ) in using noun phrase from the highest percentage to the lowest are error of selection, addition, omission, error of omission and error of ordering.

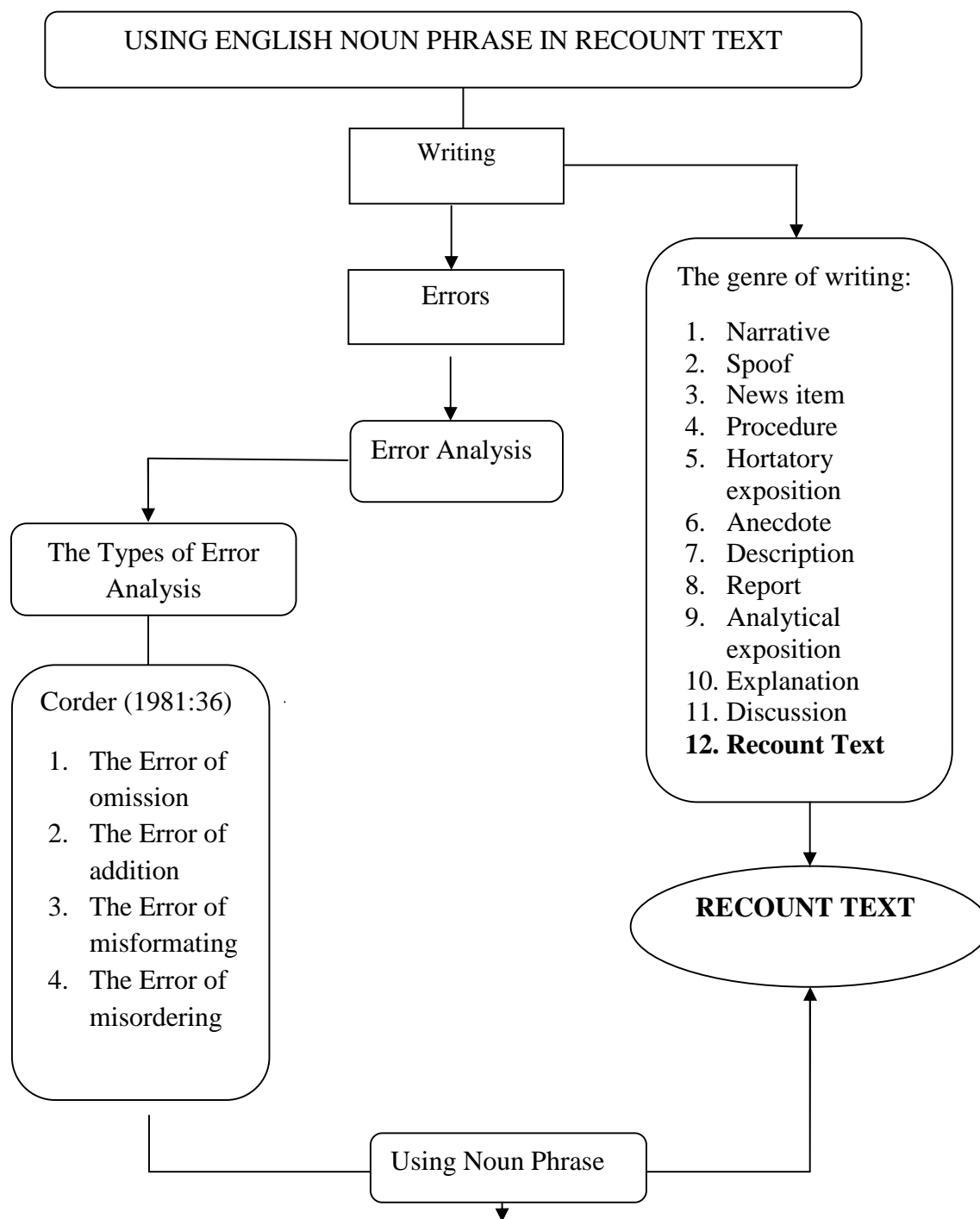
In this research, the writer will make a research about error analysis of using english noun phrase in writing recount text of the eleventh grade students of SMA Yapim Air Bersih Medan. Based on the previous research above, it is known that grammar is one of the most difficult material to be understood by the students. This research is different from the previous research

above, in that it concerns with the using of noun phrase in recount text. The writer will focus on students' errors in using noun phrase in recount text. The writer intends in Identifying data of errors in using the noun phrase; classifying errors based on its type; and analyzing data of errors based on its sources.

## **2.9 The Conceptual Framework**

Writing is a medium of communication that represents language through the inscription of signs and symbols. In most language, writing is a complement to speech or spoken language. Writing is the centre of teaching and learning in higher education, fulfilling a range of purposes according to the various contexts in which it occurs.

Writing must be organized effectively and include aspects such as, content, organization, vocabulary use, mechanical consideration such as spelling and punctuation and Grammatical use. According to McCrimmon (1984 :10), the process of writing will be divided into three stages. They are: Planning, Drafting and Revising. In Revising process, the students must be mastered in the grammatical use, so they can revice their mistake in their writing especially in grammar. That is why the writer do research about an error analysis of using noun phrase in which the noun phrase is a part of grammar. The writer will identify what types of errors that made by the students in using the noun phrase in their writing. To answer these questions, the writer uses S. P. Corder's theory (1981:36). The parts of error analysis namely: omission, addition, misordering and misformation. After the writer analyze the student's error, the last the writer will make the conclusion.



**Figure 2.1: An Error Analysis Of Using English Noun Phrase In Writing Recount Text Of The Eleventh Grade Student In Sma Negeri 1 Pahae Jae (Pransiska:2018)**

## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **3.1 The Research Design**

The writer will use qualitative research to describe the students errors in using noun phrases in writing Recount Text by the eleventh grade students of SMA Negeri 1 Pahae Jae. According to Sheila Keegan (2009:1) “Qualitative research is less easy to define. It explores the questions such as what, why and how rather than how many or how much; it is primarily concerned with meaning rather than measuring.. The way work of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research will concern with description.

#### **3.2 The Subject of Study**

The Subject of this research is the eleventh grade students of SMA Negeri 1 Pahae Jae. The writer will select one class from three parallel classes namely XI IPA 1, XI IPA 2 and XI IPA 3.. The subject to be investigated is taken randomly by applying the random sampling technique. The writer will choose the XI IPA 1 as the subject of this this research that consist of 32 students.

#### **3.3 The Instrument of Collecting Data**

In collecting the data, the writer will be applied one instrument to elicit student’s error especially in using noun phrases. The instrument is writing test and the genre of writing will be used Recount Text.

### **3.4 The Technique of Collecting Data**

In collecting the data, the writer will do some steps to identify the students' error of using noun phrases in their writing of Recount Text. The writer takes the following steps:

1. Collecting the student's writing about Recount text.
2. Checking the students' writing to find out the errors that made of students.
3. Identifying the students' grammatical error in using noun phrases by underlining every error from the students' writing test.

### **3.5 The Technique of Analyzing Data**

After collecting the data, the writer will analyze the collected data to achieve the intended objectives. Based on the descriptive qualitative research applies in this study, the writer will analyze the data of the study with the following steps:

1. Identification

After collecting the student's work, the writer will identify the students' error by underlining the errors.

2. Classification

The writer will identify the students error in using the noun phrase. According to S. P. Corder (1981: 36) Errors are still classified on a superficial basis as: error of omission, error of addition, error of misforming and error of misordering. In this study, the writer will analyze the error by using a theory of error by Corder.

3. Concluding

After analyzing the data based on the Corder's theory of error analysis, the writer will conclude the analyzed data.

