AN ERROR ANALYSIS OF USING NOUN PHRASE IN STUDENTS' ESSAY WRITING AT ENGLISH DEPARTMENT CLASS OF UIN PROF. KH. SAIFUDDIN ZUHRI PURWOKERTO

Presented to English Education Study Program, State Islamic University Prof. KH. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of the Requirements for Below graduate Degree in English Education

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Declare that this Thesis Manuscript is entirely my own research outcome or work, except in given parts which are cited the sources.

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OFFICIAL MEMORANDUM OF CONSULTANT

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Asslamu'alaikum Wr. Wb.

Having guided, analyzed, directed and corrected thesis by Kartikasari Nur Azizah, student number 1522404024, entitled:
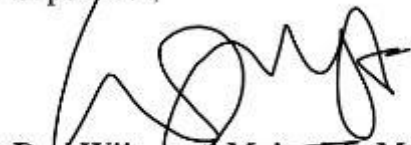
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I recommended that the thesis can be submitted to Dean of Faculty Tarbiya and Teacher Training. Prof. K.H. Saifuddin Zuhri State Islamic University of Purwokerto and examined in order to get undergraduate Degree in Islamic Education (S.Pd).

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MOTTO

Menuju tak terbatas dan melampauinya.

DEDICATION

My beloved parents Sutarno and Kartinah who always support, motivate and pray for me to finish the study. I deeply apologize and I love you more.

All of my family, friends, advisors, and motivators whose names are not written in this thesis but you have been living in my deep memory, I just want to say thank you so much.

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In the name of Allah, the beneficient and the merciful

All praise be to Allah the lord of the words for the blessing, the streght and guidence to the researcher in completing this research. Peace and blsessing from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions and his followers.

It is a percious thing that the researcher finally accomplishes my thesis *entitled **"An Error Analysis of Using Noun Phrase in Students' Essay Writing at English Department Class of UIN Prof. KH. Saifuddin Zuhri Purwokerto"***. It is presented to the faculty of Tarbiya and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

In this opportunity, the researcher would like to remark the almost thanks from the deep of my heart to my beloved parent Sutarno and Kartinah who always support, motivate and pray for me to finish the study. Additionaly, the researcher would like to give the appreciation and gratitude to the advisor Desi Wijayanti Ma'rufah, M. Pd. who have given the preciouos help, advice and patience during the accomplishment process of this study. The researcher's gratitude and appreciation is also given to:

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Purwokerto, 31 Januari 2022
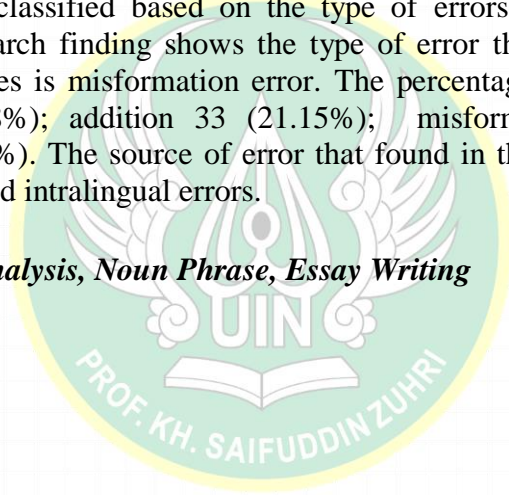
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ABSTRACT

An Error Analysis of Using Noun Phrase in Students' Essay Writing at English Department Class of UIN Prof. KH. Saifuddin Zuhri Purwokerto

Kartikasari Nur Azizah
(1522404024)

This thesis is written to achieve some objectives as follows: (1) to find out the types of errors in noun phrases made by third semester of English Department Students, (2) to find out the most common errors in using noun phrase (3) to find out the factors that may be causing the error in noun phrases. The method used in this study is descriptive method. The research was carried out at UIN Prof. KH. Saifuddin Zuhri Purwokerto, on 30 November 2021. It is 15 students from third semester. The instrument used to collect the data was essay writing. The whole primary data were classified based on the type of errors and then they were explained. The research finding shows the type of error that the students often made in noun phrases is misformation error. The percentages of each error are, omission 36 (23.08%); addition 33 (21.15%); misformation 86 (55.13%); misordering 1 (0,64%). The source of error that found in this research are both interlingual errors and intralingual errors.

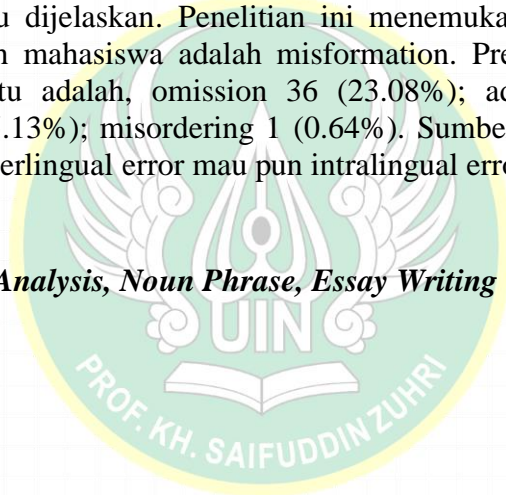**Keyword :** *Error Analysis, Noun Phrase, Essay Writing*

ABSTRAK

An Error Analysis of Using Noun Phrase in Students' Essay Writing at English Department Class of UIN Prof. KH. Saifuddin Zuhri Purwokerto

Kartikasari Nur Azizah
(1522404024)

Objek dalam penelitian ini adalah: (1) untuk menemukan jenis-jenis oror pada noun phrase, (2) untuk menemukan kesalahan paling umum pada noun phrase, (3) untuk menemukan faktor apa yang menyebabkan kesalahan bahasa. Metode yang digunakan dalam penelitian ini adalah deskriptif. Peneliti melakukan penelitiannya di UIN Prof. KH. Saifuddin Zuhri Purwokerto, pada 30 November 2021. Mereka adalah 15 anak dari mahasiswa semester tiga. Instrument yang digunakan untuk mengoleksi data adalah essay. Semua datanya diklasifikasi menurut tipenya lalu dijelaskan. Penelitian ini menemukan tipe-tipe eror yang biasa dilakukan oleh mahasiswa adalah misformation. Presentase adri masing-masing kesalahan itu adalah, omission 36 (23.08%); addition 33 (21.15%); misformation 86 (55.13%); misordering 1 (0.64%). Sumber dari kesalahan yang ditemukan adalah interlingual error mau pun intralingual error.

Kata kunci : *Error Analysis, Noun Phrase, Essay Writing*

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the international languages that nations use to communicate with one another. English, as an international language, is important for use as a communication tool in fields such as business, science, the economy, and technology. People need English to achieve what modern countries have accomplished in sectors such as information technology and science.

Recognizing the significance of English in today's world, the Indonesian government applies English as a mandatory subject from elementary school to university. In Indonesia, English is the first foreign language taught. It is taught in both formal and informal situations. As a result, people are encouraged to study English, and parents want their children to begin learning English at a young age, such as kindergarten.

There are four skills that students must learn when learning English. They are as follows: listening, speaking, reading, and writing. It is further divided into two parts: productive skills (speaking and writing) and receptive skills (listening and reading).[1] Writing is the most difficult skill to master because it requires not only a lot of vocabulary when composing paragraphs, but it must also be grammatically correct to be understandable, in addition to other writing rules. Besides mastering vocabulary and grammar, students also need to master other language components such as organization, content, punctuation, language use, and mechanics.[2]

As English teacher candidates, we must master those four skills. However, as English teacher candidates, students must be aware that writing is the most important skill that requires special attention because it is regarded as a difficult skill for many students. As we know, most final exams from

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[1] Ni Made Kusuma Dewi, et al. "Improving Writing Skill af the Tenth Grade Students Through Brainstorming", *e-Journal of English Language Teaching Society (ELTS)*. 2016, Vol. 4, No. 1
[2] Ni Made Kusuma Dewi, et al. "Improving Writing Skill af the Tenth Grade Students Through Brainstorming", *e-Journal of English Language Teaching Society (ELTS)*. 2016, Vol. 4, No. 1

lecturers, regardless, of course, rely on students' writing skills to assist them in expressing their ideas when responding to essays and completing lecturer assignments. Listening and reading, on the other hand, have a relationship with writing. Writing can be used to assess students' comprehension of what they have heard and read during the reading process. Writing, in other words, can emerge as a result of the development of other skills. As a result, the ability to write in any form will provide many benefits to students' lives, such as academic success.

Students will also deal with the use of nouns, especially noun phrases, in writing the paragraph. It is difficult for Indonesian to use the proper structure in English. This is because of the difference between English structure and Indonesian structure, while the students are influenced by their mother tongue. A noun, according to Frank, is one of the important parts of speech. A noun is joined to a verb to form a structure that becomes a sentence core, which is required for every complete sentence. Furthermore, it serves as the "Head" of the sentence. Cowan defines a noun phrase as a grouping of words that includes an obligatory head noun as well as all other structure determiners and modifying elements that attach to it.[3]

In English, some rules must be obeyed in composing a noun phrase, such as the rule of post and pre modifiers or the arrangement of modifiers. The head of the noun phrase in English comes after the modifier. E.g. "*an awesome view*" or "*a beautiful dress*". From the example, the nouns "*view*" and "*dress*" are the head of the noun phrase then followed by adjectives "*an awesome* and *a beautiful*". In this situation, the head of a noun phrase must come after its modifier.

Those examples cannot be directly translated into Indonesian as, "*sebuah mengagumkan pemandangan*" or "*sebuah cantik gaun*". Those examples prove that not all structures in languages are the same. In Indonesian, the head

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[3] Novi Alvionita. "An Error Analysis of Using Noun Phrases in Students' Writing Paragraph at Second Semester of English Department", Individual Research. Padang: STKIP PGRI Sumbar, 2015, p. 2

of the noun phrase comes first then its modifier. The correct Indonesian form must be "*sebuah pemandangan mengagumkan*" or "*sebuah gaun cantik*".

In learning a foreign language, students can make an error might because of the different rules and the students just translate it without noticing the rules. However, like English education students, especially as an English teacher's candidate, these errors should be avoided. It is important to analyze because language errors interfere with the achievement of language teaching goals. Therefore, language errors in students must be immediately reduced or even eliminated. This can be realized if the cause of the language errors is known. Brown stated that the fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something about the system operating within the learners has increased the number of learners' errors, a phenomenon is known as error analysis.[4]

There are several types of texts in writing that are learned in every college: narrative, descriptive, explanation, recount, exposition, and argumentative. According to Oshima and Hogue, the argumentative essay is primarily concerned with whether you, as students and writers, agree or disagree with a particular issue, focusing on reasons to support your position. The goal is to persuade the readers that your point of view is correct. Another reason why students should write argumentative essays is that it forces them to think for themselves. Students must take a stand on an issue, and their position with solid reasoning, and support their reasoning with solid evidence.[5]

Because every college student is required to produce a thesis in the final semester, the researcher chose the argumentative essay as the indicator of the research. To conduct good research and write a good thesis, students must select interesting problems in their field. Students will need strong evidence to back up their claims in their research. It means that practicing writing an

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[4] Dino Arlia, et al. "An Error Analysis of Noun Phrase structure by the Fifth Semester Students of English Education", Individual Research. Surakarta: Universitas Sebelas Maret, 2013
[5] Oshima, A & Hogue, A. *writing Academic English* (Forth Edi). New York: Pearson Education, Inc, 2006

argumentative essay will aid students in developing their thesis in the final semester because argumentative essays are written to persuade the reader.

Based on the facts above about the importance of foreign languages and understanding noun phrases, especially as an English teacher candidate, the researcher conducted an interview with one of the lecturers and confirmed that there were errors found in the students' writing results. This research will aim to find out the types of errors in constructing noun phrases in argumentative essays performed by the third semester of English Department Student of UIN Prof. KH. Saifuddin Zuhri Purwokerto and to find the most common errors are done by the students and last, the researcher intended to find the factors that affect the errors.

According to Ellis, error analysis is a procedure that entails gathering a sample of the learner's language, identifying the errors in the sample, describing these errors, categorizing them based on their hypothesized causes, and assessing their seriousness.[6] The data of errors were classified based on surface strategy taxonomy by Brown who stated "Errors as errors of addition, errors of omission, errors of substitution or misformation, and errors of ordering or misordering". And to analyze the source of the error, the researcher divided it into three aspects, namely interlingual, intralingual, and context learning sources of error.

Based on the above reasons, the researcher-conducted research entitles "An Error Analysis of Using Noun Phrase in Students' Essay Writing at English Department Class of UIN Prof. KH. Saifuddin Zuhri Purwokerto", which focus on the surface strategy taxonomy by Brown who stated, "Errors as errors of addition, errors of omission, errors of substitution or misformation, and errors of ordering or misordering".

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[6] Pipit Sri, "An Error Analysis on Phrasal Expressions Influenced by Bahasa Indonesia Pattern", Thesis. Purwokerto: Universitas Muhammadiyah Purwokerto, 2012, p. 24

B. Research Questions

Based on the background above, the research questions are:

1. What kinds of errors in noun phrases are done by the students?
2. What are the most common errors in using noun phrases are done by the students?
3. What are the factors that affect the errors of noun phrases?

C. Objectives of the Research

The objectives of the research are:

1. To analyze the types of errors in noun phrases made by the third semester of English Department students.
2. To find out the most common errors in using noun phrases.
3. To analyze the factors that may be causing the error in noun phrases in writing.

D. Significances of the research

1. Theoretical Significances:

    The findings of this research are expected to understand the types of errors that students make and identify factors that may influence the second-language learning process. So that we can figure out what the next step is to solve the errors.

2. Practical Significances:

    a. For English Teachers

    Analyzing student error can be beneficial for language teachers. This is because the errors represent the students' ability to master English. Teachers can identify problems and restructure the teaching and learning process as a result of error analysis. While it can be used as a reference for students to assess abilities and then improve what needs to be mastered.

b. For researcher

The researcher can understand the types of errors in noun phrase analysis and the causes of these errors in writing as a result of this research.

E. Structure Of Research

To make a logical and systematic discussion, it is necessary to frame a structure of this research. The structure of the research will explain, as follow:

Chapter I, explain introduction which are contain of background of the problem, conceptual definition, problem statement, abjectives of the research, and significances of the research.

Chapter II, explain about theoretical basis that consist of four points, these are: first point is about error analysis; the definition of error analysis, the different between mistake and error, the type of error, and source of error. Second point is about noun phrase; the definition of noun phrase, type of English noun phrase, function of noun phrase. Third point is about writing; the definition of writing and the purpose of writing. The forth is argumentative essay.

Chapter III, explain about research methode that include type of the research, source of the data, technique of collecting data, technique of analysis data.

Chapter IV, contains of the result of the research report which is consisting two sub-chapter. First, general description of first semester of English Department student of UIN Prof. KH. Saifuddin Zuhri and the last is finding of the research itself.

Chapter V is closing that consist of conclusion, suggestion, and closing remark.

CHAPTER II

THEORETICAL REVIEW

A. **Error Analysis**

1. The Definition of Error Analysis

Many students made errors while learning a foreign language, which is not only unavoidable but also a necessary part of the language learning process because learning a foreign language is different from the mother tongue. According to Norrish, some pedagogical reasons for errors made by foreign language learners have been suggested, but the most important reason is that the error itself may be a necessary part of learning the language.[7] It could happen might because of the different rules, and the students simply translate it without noticing the rules. Foreign language teachers must recognize that student errors must be analyzed.

There are a few different definitions of error analysis. Brown states that the fact that learners make errors and that these errors can be observed, analyzed, and classified to reveal something about the system operating within the learners has increased the number of learners' errors, a phenomenon is known as error analysis. Furthermore, according to Ellis, error analysis is a procedure that entails collecting a sample of the learners' language, identifying the errors in the sample, describing these errors, classifying them based on their hypothesized causes, and assessing their seriousness.

From the definition above, it can be concluded that error analysis can be defined as a study of collecting students' work, identifying, describing, classifying, and evaluating errors.

Tarigan argues that errors of the language are a side that has defects in the student's speech or writing. The error is a composition deviating

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[7] Andrian. "An Error Analysis of EFL Students' English Writing", *English Education Journal (EEJ). 2015, Vol. 6, No. 4.*

from the standard norms or selected norms from the supposed performance of the language.[8]

Dulay et.al state that analyzing the error of the students has two main purposes:

a) To obtain data that can be used to make or draw conclusions about the nature of the language learning process.

b) To give indications or directions to teachers about the target language section that is most difficult to produce by students.

While Tarigan also states that knowing students' faults can give advantages[9], those are:

a) To know the causes of the error and to understand the background of the error

b) To correct the error made by students

c) To prevent the same error in the future

2. The Differences between Error and Mistake

Some people often experience confusion and misunderstanding when distinguishing *Error* and *Mistake*. We recognize the words *Error* and *Mistake* as two words that have almost the same meaning.

According to Tarigan *Error* and *Mistake* can be distinguished from deviations in language use. Mistakes are generally caused by the student's inadequacy or limitations in remembering something that causes mistakes in pronouncing language sounds, words, word order, and so on. In this case, the students know the linguistic system and this mistake is temporary.[10]

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[8]Tarigan, H.G and Tarigan, D. 1995. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkas

[9] Tarigan, H.G and Tarigan, D. 1995. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa

[10] Tarigan, H.G and Tarigan, D. 1995. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa

Otherwise, errors are caused by competency factors. That is students do not understand the linguistic system of the language they are learning. These errors are usually consistent.

3. Types of Error

According to Dulay et al., the most commonly used bases for descriptive classification of errors are the linguistic category, surface category, comparative taxonomy, and communicative effect taxonomy.[11]

a. Linguistic Category

Linguistic category taxonomies, according to Dulay er al., classify errors based on either or both the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) whereas constituents are the elements that make up each language component.

b. Surface Category

Learners may forget necessary any morphemes or words, add unnecessary ones, misform or misorder items. Dulay et al. explain that error based on surface category is classified into four types, such as omission, addition, misformation, misordering. Those are:

1) Omission

Omission errors occur when an item that must appear in a well-formed utterance is missing. This is also supported by Tarigan who said that omission is marked by the lack of an element that should be in the good and correct speech.[12] For example, "*Children lives*" indicates that one item, *'s* has been omitted. The word "children" should be "children's".

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[11] Dulay, et al. 1982. *Language Two.* Oxford: Oxford Univesity Press.
[12] Tarigan, H.G and Tarigan, D. 1995. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa

2) Addition

The presence of an item that should not be present in well-formed utterances is referred to as an addition error. There are three types of addition errors. Those are:

i) Double Marking

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

ii) Regularization

Regularization errors in the addition category occur when a marker that is normally added to a linguistic item is incorrectly added to another item that is not supposed to take a marker. For example, the verb *find* cannot be changed into *finded* but *found*. The noun *man* cannot be pluralized as *mans* but *men*.

iii) Simple Addition

Any additional errors that cannot be classified as double marking and regularization may be referred to as simple addition errors. Following Tarigan who concluded that there are no special characteristics other than the general characteristics contained in the addition error, namely the deviation of the use of elements that are not found in good and correct utterances.[13] For example, *they doesn't eat the banana*, which the correct is *they don't eat the banana*.

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[13] Tarigan, H.G and Tarigan, D. 1995. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa

3) Misformation

Misformation error is a type of error defined by the use of an incorrect morpheme or structure. For example, *"a means of information and communication"*, which is correct is, *Communication Information Facilities*. The other example, *"neighboring countries"*, which is correct is, *other countries.*

4) Misordering

Misordering error is an error that is characterized by the incorrect placement of a morpheme or group morpheme in an utterance. For example, *"how the struggle of the heroes in the past"*, which is correct is, *how the heroes struggled in the past*. Comparative Taxonomy

This taxonomy classifies errors based on a comparison of the structure of target language errors and certain other types of construction. Dulay et al,

c. Communicative Effect

The communicative effect considers errors in terms of their impact on listeners or readers. It focuses on differentiating between error and mistake, both of which cause miscommunication.

4. The Source of Error

According to Tarigan there are two kinds of causes of error, those are:[14]

a.   Intralingual Error

This error is caused by the student's difficulties in learning the target language itself. It means, there is no interference of mother tongue in learning a new language.

e.g.   secondhand   self suffiency

(second-hand)   (self-suffiency)

b.   Interlingual Error

This error is caused by the influence of the mother tongue. Its characteristics can be in the form of a grammar arrangement that still uses the structure of the mother tongue in the target language.

e.g.   A girl beautiful   (a beautiful girl)

(This noun phrase is influenced by the first language)

Brown, on the other hand, divides the sources of error into four categories:

a. Interlingual transfer is the negative influence of first language. Before the learner is comfortable with the second language system, the learner can only refer to the first language as a previous linguistic system.

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

c. Context of learning is in the case of school learning, context refers to the classroom with its teacher and materials, whereas in the case of untutored second language learning, context refers to the social situation. In a classroom setting, the teacher or

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[14] Tarigan, H.G and Tarigan, D. 1995. *Pengajaran Analisis Kesalahan Berbahasa.* Bandung: Angkasa

textbook can lead the learner to form incorrect hypotheses about the language. In other words, the students have incorrect hypotheses about the teacher's explanation or the textbook, which causes them to make mistakes.

d. Communication strategy is related to the learning style. Learners employ production strategies to improve the effectiveness of their messages. However, these techniques can occasionally become a source of error.

5. The Cause of Error

John Norris exposes three causes of errors:

a. Careless

It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if they lose interest; perhaps the materials and/or presentation style do not suit them.

b. First language interference

It was a matter of habit information to learn a language (mother tongue or foreign language). It was thought that the learners' utterances were gradually 'shaped' toward those of the language they were learning.

c. Translation

Translation is most likely where students make error. This occurs when a student translates a sentence of idiomatic expression from their first language into the target language.

B. Noun Phrase

   1. The Definition of Noun Phrase

      A phrase, according to Ali, is a group of words that consists of two or more words but lacks a subject or predicate and serves to complete the sentence's meaning or information.[15] For example, "*The black car in the garage is mine*".

      According to Frank, a noun is one of the most important parts of speech. A sentence core is formed by joining a noun and a verb, which is required for every complement sentence. Furthermore, in many modification structure, is serves as the "head" of the sentence. A noun phrase is the samea as a noun; the noun serves as the phrase's head. Preposition phrases are commonly used as the subject, object, and complement of noun.[16]

   2. Types of English Noun Phrases

     a. Common Noun Phrase

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

       1) Count nouns, which are further subdivided into singular and plural nouns

       2) There are mass nouns, which are considered singular nouns.

     b. Noun Phrase Introduce by Determiners and Genitives

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

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[15] Bena Florita. "An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Acadenic year 2009/2010", Thesis. Surakarta: Universitas Sebelas Maret, 2010

[16] Bena Florita. "An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Acadenic year 2009/2010", Thesis. Surakarta: Universitas Sebelas Maret, 2010

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

   Noun Phrase = Determiner + Common NP

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

3) Noun Phrase Introduce by Quantity Words

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

   Noun Phrase = Quant + Common Noun Phrase

   For example: Many people

   A few moment

4) Bare Noun Phrase

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

5) Noun Phrase Introduce by 'a' or 'an' by Common Noun Phrase

   e.g.:   - Maya found a book

   - Maya at an avocado

6) A Special Possibility for Proper Nouns

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

7) Some Special Combined Forms

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

8) The function of Noun Phrases

  The phrase, like words, can be classified based on their external function and internal form. The way the structure of the phrases is made up of words and other constituents is referred to as their 'form' in this context. According to Leech et al., phrases or clauses are commonly used in phrases composed of a head and a post modifier.

  i) As subject (S). NP = S

   The example: the zoo + was + quite empty:

   NP = S + P + C

  ii) As object (O). NP = O

   The example: She + has caught + the cat:

   NP = S + P + O

  iii)As complement (C). NP = C

   The example: this + must be + the house:

   NP = S + P + C

  iv)As adverbials (Adv). NP = Adv

   The example: we + walked + five miles + last week:

   NP = S + P + Adv + Adv

  v) As modifier (Mod). NP = Mod + NP

   The example: Man + the hunter:

   NP = Mod + NP

9) Structure of Noun Phrases

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

i) The head of a noun phrase are:

A noun,   the examples: the bag, dear Ana

A pronoun, the examples.: himself, everyone in the class

An Adjective,   the examples.: the absurd

An enumerator,   the examples.: all fifteen

ii) The pre-modifier of a noun phrase are:

Determiners, the examples: this evening, what a boy

Enumerator the examples: three dolls, the second boy

Adjective, the examples: black bag, older shoes

Noun, the examples: a garden fence, a gold ring

Genitive phrase, the examples: Mia's milk, someone else's problem

Adverb, the examples: quite a noise

iii) The pos-modifiers of a noun phrase are:

Prepositional phrase, the examples: the best party of my life

Relative clause, the examples: a quantity which admire

Adverb, the examples: the girl upstairs

Adjective, the examples: something nasty in the woodshed

C. Writing Skill

Writing serves an important role as a medium of communication for us to express our ideas, share knowledge, and exchange information. According to Ann Brown, "writing is important in our lives because it is a communicative act that transmits information and connects people."[17] Sanggam states, "The written productive language skill is called writing."[18] It is the skill of the writer to communicate information to the readers.

Brown claimed that writing is a thinking process. The thought process can create writing and give information to the readers. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release.[19]

According to Dewi et al., writing is more difficult to assess because the student must master all language components such as organization, grammar, punctuation, and mechanics. Listening and reading have a connection to writing as well. Writing can be used to assess students' comprehension of what they hear and read. In other words, writing is linked to all skills.[20] There are some purposes of writing that many experts have explained, according to Panny Ur "The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader."[21]

While Miller states that, "a writer's purpose is essentially the same as a writer's motive," both terms are used to describe what a writer hopes to accomplish. The advantages of having a clear sense of purpose are obvious; the writer is more likely to achieve his goal.[22]

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[17] Brown, Ann. 1993. *Helping Children's Write.* New york: Paul Chapman Publishing.
[18] Sanggam, Siahaan. 2008. *The English Paragraph.* Yogyakarta: Graha Ilmu.
[19] H. Doughlas. Brown. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogic(second edition).* New York: Prentice Hall Inc.
[20] Ni Made Kusuma Dewi, et al. "Improving Writing Skill af the Tenth Grade Students Through Brainstorming", *e-Journal of English Language Teaching Society (ELTS).* 2016, Vol. 4, No. 1
[21] Ur, Penny. 1991. *A Course in Language Teaching* UK: CambridgeUniversity Press.
[22] Miller, Robert Keith. 2006. *Motives for Writing.* New York: McGraw-Hill Compenies, Inc.

He divides the purpose of writing into ten points as follows:[23]

1. Writing to understand the experience.

   Writing to comprehend experience entails unearthing a truth that is conveniently stored somewhere in your mind.

2. Writing to report information.

   Writing to report information is structured in a way that allows readers to make sense of it.

3. Writing to explain information.

   Writing to explain information necessitates the analysis or classification of information, the examination of causes and consequences, and the definition of concepts by distinguishing them from one another.

4. Writing to evaluate something.

   The writer must determine the nature or quality of what he or she is judging in order to evaluate it. Evaluation also refers to determining the importance, benefit, or worth of something.

5. Writing to analyze an image.

   Writing to analyze images necessitates the ability to distinguish between the effective and ineffective and to explain why the writer reached that conclusion. Writing analysis can help readers gain a better understanding of a subject.

6. Writing to analyze texts.

   Writing to analyze text is similar to writing to analyze images. The goal of writing to analyze the text is to analyze a specific text.

7. Writing to persuade others.

   Write to persuade others implies that the goal of the writing is to persuade the reader to act or to persuade the reader to adopt a particular point of view or action.

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[23] Miller, Robert Keith. 2006. *Motives for Writing*. New York: McGraw-Hill Compenies, Inc

8. Writing to inspire others.

Writing to inspire others entails being able to lift the human spirit by reminding people of what is most important in life and what is achievable.

9. Writing to amuse others.

Writing to amuse gives you the opportunity to make others happy. Take advantage of the opportunity and make the most of it.

10. Writing to experiment with form.

Writing for the purpose of experimenting with form is distinct from the previous purpose. It is about creating something new. The invention is then documented in writing.

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

D. Essay Writing

An Essay is a collection of paragraphs written on a single topic with a central main idea. It must have at least three paragraphs, but a five-paragraphs essay is a common length for academic writing (Zemach, 2005: 56). In the most basic form, an essay is a short piece of writing centered on a specific topic or subject. The piece of writing will provide information about the topic while also expressing the author's opinion and thoughts. An essay is frequently osed in an academic context as a form of examination to determine whether a student has understood their studies and to test their knowledge on a specific subject. An essay is also used in education to encourage students to develop knowledge and skills.

An essay has a basic structure which is an introduction, body, and conclusion. The introduction of the essay consists of general statements, thesis statements, and an outline of main points. The body of the essay

explains the topic. The last is the conclusion consists of restated thesis, a summary of main points, final comment.

The major essay types are definition essays, descriptive essays, narrative essays, argumentative essays, and process essays. In this research, the writer chooses argumentative essays. Argumentative essays are also known as the opinion essay are considered to be the most common essay types.

E. Relevant Studies

The first research was conducted by Mularsih from Muhammadiyah University of Purwokerto. This research aims to describe and to identify the causes of *Bahasa Indonesia* grammatical interferences of English phrasal expression in written from as well as to find out the distribution of grammatical factors influenced *Bahasa Indonesia* grammatical interference across the students' errors. The result of this study are verified that English phrasal expression grammatical errors influenced by the students' first language (L1), *Bahasa Indonesia*.[24] The similarity between my research and her is on the method and the technique. The difference is she focused on all of phrase type while in this research we will focus on noun phrase.

The finding of Iga Ayu Pramesti's research, this study was based on events that occurred at the school. The goals of this study were to determine the students' error in using adjective phrases as well as the source of the students' error. The similarity of this study is that we usd the same method and technique to analyze structure errors in phrases. The difference is in the phrase's specificity. Her research will concentrate on adjective phrases, whereas in this research will concentrate on noun phrases.

The third is a journal from Soni Tantan . This journal aims to find out the use of noun phrase in English and Indonesian language, and the similarity

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[24] Pipit Sri, "An Error Analysis on Phrasal Expressions Influenced by Bahasa Indonesia Pattern", Thesis. Purwokerto: Universitas Muhammadiyah Purwokerto, 2012

as well as the differences in constructing the elements used.[25] The similarity between this research and mine is we focused on the structure of noun phrase. The difference is this research compared the structure of English language and *Bahasa* while mine will focus on error of the structures of noun phrase.

The fourth is research from Abd. Muis Said and Nurul Fitrah Syams. The purpose of this study was to discoved the types of errors that frequently occurred in the use of word order in recount text by students. This research used descriptive qualitative method and used error analysis prosedure. The result of this research was that there are still errors in the students' writing. One of the errors is noun phrases.[26] It might be a commonality that these two studies trying to find out the errors. However, what is different is that this research takes more specific problem, namely the error in the noun phrase.

The fifth research was conducted by Suci Novianti. The purpose of this study is to analyze the phenomenon of the noun phrase errors made by students and to find out the proportion of errors made by students. The result of this study showed that were three types of errors in using noun phrases made by students based on Linguistic Category Taxonomy.[27]

Next, there is research was conducted by Cholipah from Syarif Hidayatullah State Islamic University Jakarta under the title "*An Analysis of Students' Error in Writing Recount text (A Case Study in the second-grade Students of SMP Trimulia Jakarta Selatan. 2014)."* The purpose of this study was to find empirical evidence of the most common errors and the sources of errors in recount text writing made by SMP Trimulia Jakarta second-grade students. This study employed a case study as well as qualitative research. The data were presented descriptively, and the error analysis procedure used

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[25] Soni Tantan, "Contrastive Analysis of Usig Noun Phrase in English and Indonesian Language", *Jurnal Siliwangi,* 2015. Vol. 1 No. 1

[26] Adb. Muis & Nurul Fitrah, *Error Analysis of Word Order Used in Writing Recount Text Made by Students' at SMK Negeri 1 Pinrang.* Makassar : UIN Alauddin Makassar, 2016, Vol. 02, No. 01

[27] Suci Novianti, "Students Grammatical Errors in Using Noun Phrases in Descriptive Text at the Tenth Grade of SMA N 2 Bandar Lampung in the Academic Year 2017/2018", Theses, Lampung: UIN Raden Intan, 2018

was based on the Ellis and Barkhuizen theory.[28] The similarity with this research is the same method and the procedures of the error analysis. The difference between her research and this research is that her research has a big range of error analyses in writing while this research will focus on noun phrases.

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[28] Cholipah, "An Analysis of Students' Error in Writing Recount Text", Thesis. Jakarta: UIN Syarif Hidayatullah Jakarta, 2014

CHAPTER III
RESEARCH METHODOLOGY

A. The Place and Time of the Research

The research conducted at English Department Class of UIN Prof. KH. Saifuddin Zuhri. It was done at December 2021.

B. Subject and Object Research

1. Population

    The populations of this research were 43 students of the A-class of third semester of English Department Students UIN Prof. KH. Saifuddin Zuhri Purwokerto in academic year 2021/2022. This class was select based on the lecturer's prescription.

2. Sample

    According to Arikunto, a sample is a subset of the population that is observed. He proposes that if the total population exceeds 100 subjects, 25% of the sample population be taken. As a result, the number of students chosen as the sample for this study was 15.

3. Sampling Technique

    The technique for taking the sample was purposive sampling. Purposive sampling, according to Sugiyono, is a technique for analyzing data based on specific criteria. From the 15 selected samples, the researcher took 5 students from high level, 5 from average, 5 from low level based on ability which was taken from the list of grades given by the lecturer.

The object of this research was errors that occur in the noun phrases contained in the students' writing result.

C. The Method of the Study

Error analysis is a type of qualitative research. The descriptive method is used in this study to analyze the errors of the students. The descriptive method is used because it allows for the most objective description of phenomena based on the data available. According to Sugiono, a descriptive method is one that collects data in the form of words or pictures rather that number. It is the most appropriate type for this research.[29]

D. Technique of Collecting Data

This research uses data collection techniques, namely documentation. First, as the first documentation data and sample determinant, the researcher employs a list of students score given by the lecturer. From the data score, the researcher chose 15 students with the provision of 5 high levels, 5 medium levels, and 5 low levels. In this research, the researcher used the test of essay writing as an instrument to collect the data. It was the academic writing class of English Department result. The researcher read the data and analyzed the number of errors made by students. The researcher then classified the existing errors based on the types of errors according to Brown and Dulay in chapter II in order to obtain the result of this study.

E. Technique of Analyzing Data

Conducting research requires a process or several steps. The researcher performs several procedures to carry out her research as a process. The procedures are:

a. Collecting the data. The researcher needs to collect the data.

b. Finding out the errors by circling the wrong structure of noun phrases.

c. Classifying into categories. Surface strategy taxonomy would be used to classify those errors.

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[29] Sugiyono. *MetodePenelitianKuantitatif, Kualitatif, dan R&D.* Bandung: Alfabeta, 2017 p. 274

d. Classifying again each category into subcategory, to analyze what causes the error.

e. Next, the researcher analyzed the writing test to find the most common errors of noun phrase made by students based on the frequency of the errors.

f. The researcher will calculate the total errors by drawing it up in a table based on the classification of errors then she made the result total errors into percentages.

To calculate the precntage of errora the formula that would be usd"

$$P = \frac{F}{N} \; x \; 100\%$$

Where:

P: the presentage of error

F: the Frecuency of rror category

N: the total number of all errors catgory

g. The researcher analyzes and classifying the sources of errors based on Brown's theory and then explains the sources of errors made by students. The total number of sources of errors is drawn up in a table and converted into percentages.

The following table show the percentages in each category:

Table 3.1 Distribution of Errors

Kinds of Errors	Errors	Percentage
Omission		
Addition		
Misformation		
Misordering		

h. Then the researcher interpreted all of the data descriptively.

i. The last step is makes a conclusion of the research.

CHAPTER IV
RESEARCH FINDINGS & DISCUSSION

The researcher obtained the data needed to analyze in this chapter based on research conducted on December 2021 at UIN Prof. KH. Saifuddin Zuhri Purwokerto. According to the data analysis technique in chapter III, the procedure used by the researcher after collecting data is to identify errors, classify errors, describe errors, and calculate the percentage of each type of error.

A.   Findings

After the data was collected, the researcher identified all errors in the students' results. Based on the data collection, it appears that some students still make errors when using noun phrases. Based on the error type described in Chapter II, there are four types of errors: linguistic category, surface taxonomy, comparative analysis, and communicative analysis. In this study, the researcher, uses the second strategy, namely the surface category that will describe the four types of errors, namely omission, addition, misordering, and misformation.

The result found many misformation errors in this research. There are 86 (55.13%) in misformation error. Second, there is the omission where the result is 36 (23.08%) errors. Third, there is addition that is 33 (21.15%) errors. The last one is misordering where only one found (0.64%).

To make easier understanding, the researcher made a table to explain the finding of the research and the data show in the following:

Table 4.1 Data Findings

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
S1	DISADVANTAGES OF INTERNET FOR STUDENTS	Omission of the article "the" (paragraph 1 line 1, the internet)	Addition of possessive pronoun, double marking "its" (paragraph 1 line 2, its advantages)	Misformation "bad effect on the users" (paragraph 1 line 4, bad effect for the users)	
		Omission of article "the" (paragraph 1 line 4, the internet)	Addition of possessive pronoun, double marking "itself" (paragraph 1 line 6)	Misformation "a means of information and communication" (paragraph 1 line 6, Communication Information Facilities)	
		Omission of article "the" (paragraph 1 line 4, the users)	Addition of possessive pronoun, double marking "their respective cellphones" (paraghraph 2 line 3, their cellphones)	Misformation "neighboring countries" (paragraph 4 line 5, other countries)	
		Omission of the article "the" (paragraph 1 line 5, the advantages)	Addition of article "a" (paragraph 4 line 1, lack of social relationships)	Misformation "a means of information and communication" (paragraph 5 line 3, Communication Information Facilities)	
		Omission of the article "the" (paragraph 4 line 2, the information)	Addition of article "a" (paragraph 5 line 1, lack of social relationship)	Misformation "its use" (paragraph 5 line 4, its purpose)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
		Omission of article "the" (paragraph 5 line 1, the conclusion)	Addition of possessive pronoun, double marking "itself" (paragraph 5 line 3)	Misformation of suffix (paragraph 2 line 2, social relationship)	
		Omission of the article "the" (paragraph 4 line 4, the information)		Omission of and suffix "-tion" (paragraph 5 line 1, the conclusion)	
				Misformation "The time of gathering" (paragraph 2 line 3, the time of the gathering or when they get togheter)	
				Misformation of suffix (paragraph 5 line 1, social relationship)	
S2	THE BEST GROMBYANG RICE IN MY PLACE		Addition of word "rice" (paragraph 1 line 1, Grombyang)	Misformation "those of you" (paragraph 2 line 1, anyone who have been here)	
			Addition of word "rice" (paragraph 1 line 2, Grombyang)	Misformation "some accompanying spices" (paragraph 2 line 7, complimentary seasoning)	
			Addition of word "rice" and "it" (paragraph 1 line 2, Grombyang)	Misformation "crackers" (paragraph 2 line 7, kerupuk)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
			Addition of word "rice" (paragraph 1 line 3, Grombyang)	Misformation "pleasant street music" (paragraph 3 line 2, busk(er))	
			Addition of double marking "has/s" (paragraph 1 line 3, has unique characteristic)	Misformation "among the 3" (paragraph 1 line 5, among them)	
			Addition of word "rice" (paragraph 1 line 4, Grombyang)	Misformation " the tantalizing hot sensation of grombyang rice" (paragraph 3 line 3, the appetizing of grombyang)	
			Addition of word "rice" (paragraph 1 line 4, Grombyang)		
			Addition of word "rice" (paragraph 1 line 5, Grombyang)		
			Addition of word "rice" (paragraph 2 line 2, Grombyang)		
			Addition of double marking "has/s" (paragraph 1 line 3, has certain characteristic)		
			Addition of word "rice" (paragraph 2 line 8, Grombyang)		

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
			Addition of word "rice" (paragraph 3 line 1, Grombyang)		
			Addition of word "rice" (paragraph 3 line 2, Grombyang)		
			Addition of word "that place" (paragraph 2 line 2, there)		
S3	GLOBAL WARMING IS NOT A HOAX	Omission of article "an" (paragraph 1 line 6, an increase)	Addition of word "a fairly serious phenomenon" (paragraph 1 line 12, a serious phenomenon)	Misformation "environment" (paragraph 1 line 6, environmental temperature)	
		Omission of article "the" (paragraph 1 line 6, the world's)		Misformation "sea level" (paragraph 3 line 5, sea-level)	
		Omission of article "the" (paragraph 1 line 7, the greenhouse)		Misformation "sea level" (paragraph 3 line 9, sea-level)	
		Omission of article "the" (paragraph 1 line 7, the environment)			
S4	MONEY CAN'T BUY HAPPINESS		Addition of word "the main focus" (paragraph 1 line 3, the focus)	Misformation "the day time" (paragraph 1 line 1, the daytime)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
			Addition of article "the" (paragraph 2 line 2, most of them)	Misformation "much" (paragraph 2 line 2, many task)	
				Misformation "pay check" (paragraph 4 line 4, paycheck)	
				Misformation "pay check" (paragraph 4 line 4, paycheck)	
				Misformation "in this day" (paragraph 5 line 2, currently)	
				Misformation "of money" (paragraph 5 line 5, the quest for money)	
S5	IMPACT OF CONSUMING COFFEE		Addition of article "the" (paragraph 5 line 1, the conclusion)		
S6	FACE-TO-FACE LEARNING ACTIVITIES	Omission of article "the" (paragraph 1 line 5, the class)	Addition of possessive pronoun, double marking "own" (paragraph 3 line 3, their job)	Misformation "current" (paragrapf 1 line 1, the current condition)	
			Addition of word "accordance with" (paragraph 4 line 8, development activities under health protocols)	Misformation "subject matter" (paragraph 3 line 7, subject-matter)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
S7	ONLINE LEARNING	Omission of article "the" (paragraph 3 line 2, the flexibility)	Addition of word "you have the ability" (paragraph 2 line 4, you can)	Misformation "on campus" (paragraph 4 line 2, on-campus)	
				Misformation "problem solving" (paragraph 4 line 5, problem-solving skill)	
				Misformation "one step" (paragraph 5 line 7, one-step)	
S8	THE DANGER OF SMOKING		Addition of article "a" and word "basis" (paragraph 2 line 5, daily)	Misformation "secondhand" (paragraph 3 line 8, second-hand)	
				Misformation "secondhand" (paragraph 3 line 9, second-hand)	
S9	IS THE INTERNET BAD FOR YOUNG PEOPLE?			Misformasion "many young people" (paragraph 1 line 2, many youngsters)	
				Misformation "nagatife consequences" (paragraph 1 line 3, negative consequences)	
				Misformasion "many young people" (paragraph 2 line 1, many youngsters)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
				Misformation "friends in other countries" (paragraph 2 line 4, friends from other countries)	
				Misformasion "many young people" (paragraph 3 line 1, many youngsters)	
S10	THE BAD EFFECT OF SMARTPHHONE USE FOR CHILDREN	Omission of article "a" (paragraph 1 line 4, a negative effect)	Addition of word, double marking "young children" (paragraph 1 line 2, children)	Misformation "bad effect" (paragraph 1 line 2, bad effects)	
		Omission of article "the" (paragraph 1 line 2, the usage of the smartphone by children)	Addition of article "the" (paragraph 5 line 8, for emergency matters)	Misformation "the usage of smartphone to young children" (paragraph 1 line 2, the usage of the smartphone by children)	
		Omission of possessive pronoun "Children live" (paragraph 1 line 5, children's live)	Addition of double marking "the use of smartphone for young children" (paragraph 6 line 1, the use of smartphones for children)	Misformation "benefit" (paragraph 1 line 3, benefits)	
		Omission of article "the" (paragraph 1 line 5, children's live in the social and physical realms)		Misformation "some issues" (paragraph 1 line 3, more issues"	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
		Omission of article "child's physical" (paragraph 3 line 1, a child's physical)		Misformation "smartphone" (paragraph 2 line 13, smartphones)	
		Omission article "the" (paragraph 5 line 9, the smartphone)		Misformation "bad effect" (paragraph 3 line 1, bad results)	
				Misformation "smartphone effects" (paragraph 3 line 15, smartphones effects)	
				Misordering "self suffienciency" (paragraph 4 line 2, self-suffiency)	
				Misordering "bad effect" (paragraph 5 line 10, bad effects)	
				Misordering "the use of smartphone" (paragraph 6 line 1, the use of smartphones)	
				Misformation "bad effect" (paragraph 5 line 3, bad effects)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
				Misformation "bad effect for children" (paragraph 5 line 3, bad effects on children)	
S11	KEEP PAPUA UNITE WITH NKRI	Omission of article "the" (paragraph 1 line 2, The Indonesia)	Addition of article "the" (paragraph 2 line 3, their Homeland)	Misformation "the main foundation" (paragraph 1 line 2, the main foundations)	
		Omission article "a" (paragraph 1 line 3, a formation)		Misformation "houseolds" (paragraph 4 line 5, households)	
		Omission article "the" (paragraph 3 line 2, the government)		Misformation "ppulation" (paragraph 6 line 4, population)	
		Omission of article "the" (paragraph 5 line 3, the loss)		Misformation "a number of local languages" (paragraph 5 line 4, several local languages)	
				Misformation "especiall" (paragraph 5 line 5, especially)	
S12	ONLINE GAME IS BAD FOR CHILDREN	Omission of article "a" (paragraph 2 line 4, a lack of happiness)	Addition of word "in these days" (paragraph 1 line 1, these days)	Misformation of article "the addiction of online games" (paragraph 1 line 1, an addiction to online games)	

Subj ect	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
		Omission of possessive pronoun "children happiness" (paragraph 2 line 5, children's happiness)		Misformation "parent's order" (paragraph 1 line 7, parents' orders)	
		Omission of article "a" (paragraph 3 line 3, a mall)		Misformation "entertaimant" (paragraph 2 line 1, entertainment)	
		Omission of article "the" (paragraph 3 line 4, a mall)		Misformation "unconciously" (paragraph 2 line 3, unconsciously)	
		Omission of article "the" (paragraph 4 line 2, an early age)		Misformation "parent's rule" (paragraph 3 line 2, parents' rules)	
		Omission of possessive pronoun"children motor skills" (paragraph 2 line 3, children's motor skills)		Misformation "parent's order" (paragraph 3 line 7, parents' orders)	
		Omission of article "the" (paragraph 4 line 3, an early age)		Misformation "focus" (paragraph 4 line 3, focused)	
				Misformation "frustated" (paragraph 2 line 5, frustrated)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
S13	EDUCATIONAL MOVIE CREATE AN EDUCATED GENERATION	Omission of article "a" (paragraph 1 line 1, A movie)	Addition of word "fairly" (paragraph 1 line 5, a large population)	Misformation "movie" (paragraph 1 line 4, movies)	Misordering "how the struggle of the heroes in the past" (paragraph 3 line 7, how the heroes struggled in the past)
		Omission of article "an" (paragraph 1 line 1, an educational movie)		Misformation "movie" (paragraph 1 line 7, movies)	
				Misformation "movie" (paragraph 1 line 7, movies)	
				Misformation "movie" (paragraph 1 line 8, movies)	
				Misformation "movie" (paragraph 1 line 11, movies)	
				Misformation "movie" (paragraph 2 line 1, movies)	
				Misformation "about things they know" (paragraph 2 line 7, others things they know)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
				Misformation "a media" (paragraph 4 line 1, a medium)	
				Misformation "a media to teach students" (paragraph 3 line 7, a teaching tool)	
S14	THE EFFECT OF ONLINE LEARNING	Omission of article "biggest" (paragraph 1 line 6, the biggest)		Misformatin "bigget" (paragraph 1 line 6, the biggest)	
S15	THE DANGER'S OF FAST FOOD FOR HEALTH	Omission of article "a" (paragraph 1 line 11, a growth)		Misformation "Fast food" (paragraph 1 line 5, fast-food)	
		Omission of article "the" (paragraph 1 line 11, the fast-food)		Misformation "Fast food" (paragraph 1 line 6, fast-food)	
		Omission of the article "the" (paragraph 2 line 8, the second example)		Misformation "Fast food" (paragraph 1 line 10, fast-food)	
				Misformation "disease's" (paragraph 1 line 14, diseases)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
				Misformation "the fast paced life of the working individual" (paragraph 2 line 2, the fast-paced)	
				Misformation "these food group's" (paragraph 2 line 4, these foo groups')	
				Misformation "it's" (paragraph 2 line 9, its vitamin)	
				Misformation "it's" (paragraph 2 line 11, its properties)	
				Misformation "it's" (paragraph 2 line 12, its nutritional value)	
				Misformaion "a high calorie content" (paragraph 2 line 15, the high-calorie content)	
				Misformation "instant noodle" (paragraph 3 line 4, instant noodles)	
				Misformation "vitamin's" (paragraph 3 line 5, vitamins)	

Subject	TITLE	INDICATOR OF ERROR			
		OMISSION	ADDITION	MISFORMATION	MISORDERING
				Misformation "cancer-causing substance's" (paragraph 3 line 7, cancer-causing substances)	
				Misformation "Fast food" (paragraph 4 line 4, fast-food)	
				Misformation "Fast food" (paragraph 5 line 2, fast-food)	

Table 4.2 The Number of Errors Based on The Type of Errors

NO.	Type of Errors	Number of Errors
1.	Omission	36
2.	Addition	33
3.	Misformation	86
4.	Misordering	1
	Total	156

Table 4.3 The Percentages of Each Type of Errors

No.	Type of Error	F	P (%)
1.	Omission	36	23.08
2.	Addition	33	21.15
3.	Misformation	86	55.13
4.	Misordering	1	0.64
	Total	156	100

Note:

P: the percentage of error

F: the Frequency of error category

N: the total number of all errors category

From the table above, the researcher classified the errors found into four types according to the surface category. They are omission, addition, misformation, and misordering. These four are described below:

1. Omission

The data above show that omission has 36 (23.08%) errors found in the students' essay writing. The highest frequency of omission is the omission of the article. Of those 36, there are 31 omissions of the article. Omission, according to chapter II is occurring when an item that must be appearing in a well-form utterance is missing. The examples of these types of errors are presents below:

a. Subject 1 (Disadvantages of Internet for Students)

*For now, there are many disadvantages of using **internet** for students but on the other hand there are also advantages.*

NP	
Determiner (Article)	Noun
-	Internet

The noun "internet" above is not well-formed. There should be the article "the" in front of "internet" because word "internet" has been mentioned before so the article is needed.

The correct form of this sentence above is, *for now, there are many disadvantages of using **the internet** for students but on the other hand, there are also advantages.*

b. Subject 3 (Global Warming is Not a Hoax)

*Global warming means **increase** in **world's** surface and environment temperature due to **greenhouse** effect.*

NP	
Determiner (Article)	Noun
-	Increase
-	World's
-	Greenhouse

There are three words missing articles in one sentence, they are "increase", "world's", and "greenhouse". There should be the article "an" in front of increase because to limit the noun and because the noun begin with a vowel, the article an is used. "the" in front of words "world's" and "greenhouse" is needed because it specified the noun. The correct form of these noun phrase is g*lobal warming means **an increase** in **the world's** surface and environmental temperature due to **the greenhouse** effect.*

c. Subject 6 (Face-to-Face Learning Activities)

*Face-to-face learning is classroom learning that relies on the presence of teaching lectures to teach students in **class** (Anggrawan, 2019).*

NP	
Determiner (Article)	Noun
-	Class

The noun "class" above should be has the article "the" in front of it because "class" already mentioned before. The correct form of this noun phrase above is

*Face-to-face learning is classroom learning that relies on the presence of teaching lectures to teach students in **the class** (Anggrawan, 2019).*

d. Subject 10 (The Bad Effect of Smartphone Use for Children)

*Some people argue that the usage of **smartphone** by young children develops more bad effect than benefit for them.*

NP	
Determiner (Article)	Noun
-	Smartphone

The word "smartphone" above is not well-formed. There should be the article "the" in front of "smartphone" because "smartphone" already mentioned before. The correct form of this noun phrase above is s*ome people argue that the usage of **the smartphone** by children develops more bad effects than benefits for them.*

Other omission error that found in this research is omission of possessive pronoun. They are:

a. Subject 10 (The Bad Effect of Smartphone use for Children)

*Smartphones gives negative effect toward **children lives** in social and physical realms.*

There is a deficiency in the noun phrase "children lives" which is a description of the ownership. The correct noun phrase is, *smartphones gives a negative effect on **children's lives** in the social and physical realms.*

b. Subject 12 (Online Game is Bad for Children)

*Taking away **children happiness** only will make them be more frustated and could affect their mental health as well.*

The same case as before where the ownership information is not clear. The correct form of this noun phrase is *taking away*

children's happiness will only make them more frustrated and could affect their mental health as well.

2. Addition

Addition is the presence of an item that should not be present is well-formed utterance. According to the data above shows that addition has 33 (21.15%) errors found in the students' essay writing. The highest frequency of addition is the addition of the word. The examples of these types of errors are presents below:

a. Subject 2 (The Best Grombyang Rice in My Place)

*I really like **grombyang rice**, besides grombyang rice it comes from where I live, namely Pemalang.*

The translation of names, place, and foods may not be translated literally. So, it is better to mention based on the original name and if necessary provide more explanation. The correct form of this sentence and noun phrase is *I really like **nasi grombyang** and it comes from my hometown, Pemalang.*

b. Subject 12 (Online Game is Bad for Children)

***In these days**, many children around the world are suffering from the addiction of online games.*

The noun phrase above is not effective. The correct form of this noun phrase is, ***these days;(now days;)** many children around the world are suffering from an addiction to online games.*

c. Subject 3 (Global Warming is Not a Hoax)

*I think Global Warming is **a fairly serious phenomenon** and we need to be careful because it will have a bad impact on the earth.*

The noun phrase above is not effective. The correct form of this noun phrase is *I think Global Warming is **a serious phenomenon** and we need to be careful because it will have a bad impact on the earth.*

Other addition errors that found in this research are double marking of possessive pronoun and double marking of word. They are:

a. Subject 1 (Disadvantages of Internet for Students)

*Some people believe that the internet has **its advantages** and disadvantages.*

The noun "advantages" above is not effective. The correct form of this noun phrase is *some people believe that the internet has **advantages** and disadvantages.*

b. Subject 10 (The Bad Effect of Smartphone Use for Children)

*Some people argue that the usage of smartphone by **young children** develops more bad effect than benefit for them.*

The noun phrase above is not correct because "children" is already has a meaning "kids" or "young people". So, the word "young" not needed. The correct form of this noun phrase is *some people argue that the usage of the smartphone by **children** develops more bad effects than benefits for them.*

3. Misformation

There are 86 (55.13%) errors of misformation. Misformation is a type of error defined by the use of an incorrect morpheme or structure. The example:

a. Subject 1 (Disadvantages of Internet for Student)

*There are so many children who use the internet and become anti-social, this causes **social relations** between students to be lacking.*

The noun phrase above is not well-formed. Relations are usually use between countries, institutions, or community while, the relationship is used between humans with other humans. The correct form of this noun phrase is, *some so many children use the internet and become anti-social, and this causes **social relationship** between students to get less.*

b. Subject 3 (Global Warming is Not a Hoax)

Global warming means increase in world's surface and **environment** *temperature due to greenhouse effect.*

The sentence above is not well-formed. "environment" is a noun, while in this sentence we need adjective. Therefore, the correct noun is g*lobal warming means an increase in the world's surface and* **environmental** *temperature due to the greenhouse effect.*

c. Subject 9 (Is the Internet Bad for Young People?)

Another positive aspect of the internet is that people can practice foreign language by chatting to **friends in other countries**.

The sentence above is not well-formed and not effective. The correct form of this noun phrase above is *another positive aspect of the internet is that people can practice foreign language by chatting with* **friends from other countries**.

4. Misordering

There is 1 (0.64%) error of misordering. Misordering is an error that characterized by the incorrect placement of a morpheme or group morpheme in an utterance.

By watching these movies, the students have an idea of **how the struggle of the heroes in the past**.

The sentence above is not well-formed. The correct form of this sentence is, *by watching these movies; the students have an idea of* **how the heroes struggled in the past**.

Table 4.4 The Recapitulation of Students' Sources of Errors

Subject	The Sources of Errors		Total
	Interlingual Error	Intralingual Error	
S1	10	12	22
S2	18	2	20
S3	1	7	8
S4	3	5	8
S5		1	1
S6	3	2	5
S7	1	4	5
S8		3	3
S9	4	1	5
S10	4	17	21
S11	1	9	10
S12	1	15	16
S13	4	9	13
S14		2	2
S15		18	18
Total	50	106	156

From the data above the researcher found, there are two sources of error. They are:

1. Interlingual Error

   Interlingual error is caused by the influence of the mother tongue. Based on the table above there are interlingual errors found in this research. For example:

   a. Subject 1 (Disadvantages of Internet for Students)

   Some people believe that the internet has its advantages and disadvantages. In this sentence, the student translates word by word from Indonesian to English. Therefore, the word "advantages" has "its" as translation of "*keuntungannya*".

b. Subject 2 (The Best Grombyang Rice in My Place)

I really like grombyang rice, besides grombyang rice it comes from where I live, namely Pemalang. This sentence is literally used Indonesian structure so that she translate "nasi grombyang" became "grombyang rice". The correct sentence is *I really like grombyang. It comes from my hometown, Pemalang.*

2. Intralingual Error

Intralingual error is caused by the student's difficulties in learning the target language itself.

For example:

Secondhand	Self suffiency	Fast food
(Second-hand)	(Self-suffiency)	(Fast-food)

B. Discussion

After calculating the data, the researcher found four errors according to Dulay et al., Those are omission, addition, misformation, and misordering. First, omission, omission errors are occurred when an item that must be appearing in a well-formed utterance is missing. This also supported by Tarigan who said that omission is marked by the lack of an element that should be in the good and correct speech.

According to Florita in her research, found that omission distributed of four sub-categories, they are omission of article, omission of preposition, omission of possessive pronoun, and omission of word.[30] While in this research based on the data above, found omission of article and omission of possessive pronoun. In this research, the researcher found there are 36 omission errors with 23.08% from students' essay and the most errors found

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[30] Bena Florita. "An Error Analysis on the Translation of English Noun Phrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Acadenic year 2009/2010", Thesis. Surakarta: Universitas Sebelas Maret, 2010

is omission of the article. Errors that occur primarily because of students forgetting to include articles that should be include.

Second, addition errors, addition error based on Tarigan (1995) are the presence of an item that should not be present in well-formed utterances. Tarigan claimed that there are three types of addition; they are double marking, regularization, and simple addition. In this research found that, the additions have 33 errors, while the percentages are 21.15%. The most common addition found is double marking. The errors made by students because first language interference, according to Brown in the chapter II, the source of the error was interlingual transfer.

Third, misformation errors, this error is the most common found in this research. There are 86 errors with 55.13% as a percentage. The causes of errors according to John Norris in the chapter II, are first language interference and translation. John states that this error happened because a student's translate their first language sentence into the target language word by word. Forth, Misordering, misordering has 1 or 0.64% error found. Those errors also cause first language interference and translation based on chapter II.
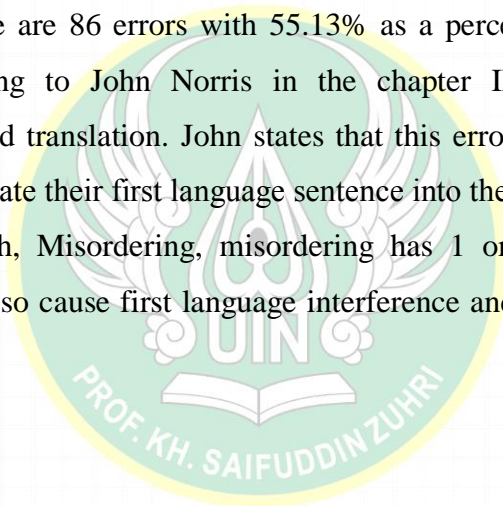
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The results of this study indicate that there were a number of errors made by third semester of English Department UIN Prof. KH. Saifuddin Zuhri Purwokerto. After counting of error, the researcher found 156 errors made by the students.

There were four types of errors made by students in noun phrase. They are omission errors, addition errors, misformation errors, misordering errors. The number of omission errors are 36 (23.08%). The omission errors mostly cause the students forgetting the article. The number of addition 33 (21.15%). Addition errors consist addition of the article, addition of word, and addition of possessive pronoun. The number of misformation are 86 (55.13%). Misformation based on this research gets the most points, this is because students are affected by the first language. While the number of misordering 1 (0.64%)

B. Suggestion

After the researcher carried out the research, she would like to give some suggestion related to this result of research. I hope that it can be applied easily in teaching learning activity and decrease the error.

1. To the Teacher or Lecturer

   After knowing the area of error, the teachers should pay more attention to it and also stress on the material which is difficult for students. They may use a new teaching technique in order to make a better result of the teaching and learning process.

2. To the Students

   It must be realized that to make error is common for everyone, moreover in learning target language. The student should not worry about making

errors. They should use the errors as device in order to learn more about translation, especially noun phrase.

3. To the Other Researcher

Since this study is far from being perfect, is is expected that the other researcher can discuss and analyzed the learners' error deeply.

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