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**GRAMMATICAL ERRORS ON NOUN PHRASE FOUND
IN STUDENTS' DESCRIPTIVE TEXTS**
(A Study of the Seventh Grade Students of MTsN Kamang Kecamatan Kamang
Magek in 2014/2015 Academic Year)

THESIS

*Submitted to Tarbiyah Faculty
English Department to Fulfill One of the Requirements
for Obtaining Undergraduate Degree in Teaching English*

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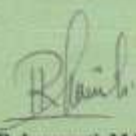
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
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ABSTRAK

DELNA RANTIKA, NIM 11 104 004, judul skripsi: **“GRAMMATICAL ERRORS ON NOUN PHRASES FOUND IN STUDENTS’ DESCRIPTIVE TEXT (A Study of the Seventh Grade Students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 Academic Year)”**, Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah belum terungkapnya *grammatical errors on noun pharses* dalam teks deskriptif yang dibuat siswa. Penelitian ini bertujuan untuk mendeskripsikan jenis *grammatical errors of noun phrases* yang ditemukan pada teks deskriptif yang ditulis oleh siswa kelas tujuh MTsN Kamang Kecamatan Kamang Magek tahun akademik 2014/2015.

Jenis penelitian ini adalah penelitian deskriptif. Objek penelitiannya adalah dokumen siswa tentang teks deskriptif \kelas VII tahun akademik 2014/2015 yang berjumlah 45 dokumen. Dalam menganalisis dokumen, peneliti memberi kode untuk setiap teks deskriptif tersebut mulai dari D1 yang berarti dokumen deskriptif yang pertama, sampai dengan D 45 yang berarti dokumen deskriptif 45. Kemudian peneliti membaca teks deskriptif tersebut dan memberi kode untuk setiap *grammatical errors in using noun phrases* yang ditemukan dengan cara melingkarinya.

Berdasarkan hasil analisis data ada empat jenis errors dalam *noun phrases* yang ditemukan yaitu: 1. *Omission of noun phrases* yang terbagi atas *omission of suffix “s” of head, omission of article on pre-modifier, omission of pronoun on pre-modifier, and omission of relative clause of post-modifier*. 2. *Misordering of noun phrases*, yang terbagi atas *misordering of head, and misordering of adjective phrases on pre-modifier*. 3. *Misformation of noun phrases* yang terbagi atas *misformation of using pronoun on pre-modifier*. 4. *Addition of noun phrases*, yang terbagi atas *addition of head*. Diantara errors yang muncul dalam penelitian ini, errors yang paling dominant adalah *misordering of adjective phrase on pre-modifier* yaitu sebanyak 58 errors.

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CHAPTER I

INTRODUCTION

A. Background of Problem

The aim of teaching English at junior high school is to developing four language skills. They are, listening, speaking, reading and writing. Those basic skills are integrally taught because the goal of teaching English is that students are able to develop their communicative skills in both spoken and written form in English. In addition, to support the development of those skills the students should be master in the components of English language or linguistics competence, such as vocabulary, spelling, pronunciation, and grammar. It supported by 2004 English Curriculum; “Students have to be equipped with the linguistics competence in order they master the four language skills.” From that statement, it is clear that the students have to learn component of language or linguistic competence to be proficient in English and one of the linguistic competences is grammar.

Writing is one of difficult skills in English because in writing the students tries to express and communicate to the reader about what the they mean in their writing. Oshima and Hogue (2006:265) states that writing is a process of creating the idea, organizing the idea, writing, and polishing the rough draft by editing the clarity of the text and making revision on the grammar. By doing editing process, it can avoid the ambiguous or confusing information. It also can correct the incorrect diction and to check the grammatical accuracy.

According to KTSP (2006) writing skill at seventh grade students of junior high school included consist of competency standard is to reveal and express the meaning of the short simple functional text using written language in accurate, fluently and acceptable to interact with the environment, and also to reveal and express the meaning of the simple short essay using written language in accurate, fluently and acceptable to interact with the environment in the form procedure text and descriptive text.

Descriptive text is a text that purpose to describe about something (place, animal, people, and things). According to Boardman (2002:6) descriptive text is used to describe what the thing look. A descriptive tell about something that can be seen, fell, tasted, and smelled. The purpose of descriptive text is to describe a person, place or thing. Based on the explanation above, descriptive text is a text that purpose to describe a place, people, animal, and things.

In writing descriptive text, the students should consider the generic structures and language features. Descriptive text has generic structures such as identification and description. Identification is general information in descriptive text. Descriptions are specific details and accurate in particular object that described. Descriptive text also has language feature like simple present, passive voice, noun phrase, adverbial phrase, conjunction, general and abstract noun.

In MTsN Kamang, especially in seventh grade students, writing descriptive is not easy for the student. In writing those texts, the students

should attention to the component of writing text. For example, word choices, spelling, vocabulary, grammar, and the other component. On the other hand, the seventh grade students in MTsN Kamang have difficulties to use component of writing in English. Consequently many students do not understand in using component in writing descriptive texts, such as using grammar especially on noun phrases.

Grammar is one of the component skills which support in writing. But, the problem is, some of the students make an errors when they want to arrange the words until its words become a good sentence. It is known that English grammar is different from Indonesian grammar. Consequently, it is difficult for students to develop their English proficiency. The difference between the grammar of native language and target language is one of the factors, which make the students to doing many errors in writing. It can affect the content of their writing, as the result, the reader do not understand their about their means. Grammar consists of tenses, word choice, noun phrase, and etc. In tenses, for example, I *buyed* a book yesterday. Which is supposed to be I *bought* a book. And in word choice, like sentence she *have* black hair. It should be she *has* black hair. And the last is noun phrase, for example she has *skin white*. It should be she has white skin. Based on the explanation above, that grammar is important role in writing. The students will make errors when they not attention in grammar as the important of writing.

Errors may happen when someone learns about certain language especially learning English that has four skills that should be mastered by the

students in junior high school level. Norrish (in Hasyim, 2002: 45) states that error is a systematic deviation, when a learner has not learn something and consistently gets it wrong. In addition, Brown (2000:170) states that errors is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner intra-language, and context of learning. In seventh grade students of MTsN Kamang, the errors come from inter-language errors refers to errors which are influenced by students' mother tongues.

Talking about errors, there are some expert give explanations. Thornbury (2004:114) states that three classification of errors, they are: lexical, grammatical, and discourse errors. Lexical error is error in combining and choosing the word. Grammatical error is covering such thing as mistake in verb form, noun, tenses, phrase and etc. While discourse error related to the way sentences are organized and linked in order to make word text.

One of the students' errors in writing texts in seventh grade students' in MTsN Kamang dealing with grammar is the use of noun phrases in descriptive texts Noun phrase is a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives, adjectives phrases, adjectives clause, possessive adjectives, adverbs, determiners, preposition phrases and other nouns in the possessive case. Noun phrase are a noun phrase includes a noun (a person, place, or thing) and the modifiers (either before or after) which distinguish it.

According to Robert in Otong (2008:101), “a phrase is a group of two or more grammatically linked words without a subject or predicate”. Whereas, noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives (*small, red, lovely*), adjectives phrases, adjectives clause, possessive adjectives (*my, his, her, their*) adverbs (*very, extremely, usually*), articles (*the, a, an*), preposition phrases and other nouns in the possessive case. Noun phrase never stand alone as sentences.

Making sentences using noun phrase is not so easy for seventh grade students in MTsN Kamang. They often find difficulties in placing and choosing the correct determiner. For example the students often write “all both girls” instead in writing “both girls” or “three my sisters” instead in writing “my three sisters”. If the students often make this error in writing descriptive text, consequently, the readers can not understand the students ideas.

Based on the preliminary observation and interview which the researcher did at MTsN Kamang, the researcher got the data from English teacher. The researcher found that the seventh grade students in MTsN Kamang often making errors in using noun phrases in writing texts. That errors come from the students’ mother tongues in studying English. The example of error in descriptive text are, building white, this is wrong, the correct is **white building**, House big, the correct is **big house**. Hair long, the

correct is **long hair**, Father me, the correct one is **my father**. Many book, the correct one is **many books**.

Based on the problem above, it can be concluded that using noun phrases in writing descriptive texts is difficult for seventh grade students at MTsN Kamang in 2014/2015 academic year. In students' text, it is found there are some noun phrase errors in seventh grade at MTsN Kamang registered 2014/2015 academic year. The researcher choose noun phrase errors because it is the most errors that researcher found in students' texts.

Based on the phenomenon above, the researcher is interested in conducting a research about grammatical error on noun phrase found in students' descriptive text at the seventh grade of MTsN Kamang in 2014/2015 Academic Year.

B. Research Focus and Research Question

Based on the background of the problem above, there are some problems found in students' descriptive text, like using component of witing. The researcher focus on grammatical error on noun phrase found in students' writing descriptive text of the seventh grade students of MTsN Kamang in 2014/2015 Year.

Based on focus of the research above, the research questions are formulated :

1. What are grammatical errors on noun phrases that found in students' descriptive texts at the seventh grade of MTsN Kamang registered in 2014/2015 Year?

2. What are the dominant errors on noun phrases found in students' descriptive texts at the seventh grade of MTsN Kamang registered in 2014/2015 Year?

C. Definition of the Key Terms

To avoid misunderstanding, researcher defines the key terms as follow:

1. Descriptive text is students' writing to describe animal, place, and things which was written by the seventh grade of MTsN Kamang registered in 2014/2015 Academic Year.
2. Noun phrase is a phrase that consist of noun or pronoun with any number of associated modifier, adjective phrase, adverbial phrase, and other nouns in the possessive cases that should be learned in descriptive texts by the seventh grade students of MTsN Kamang in 2014/2015 Academic Year.
3. Grammatical error on noun phrase is repeated mistakes on noun phrase found in students' descriptive text at the seventh grade of MTsn Kamang in 2014/2015 Academic Year.

D. Purpose of the Research

Based on the formulation of the problem above, the purpose of the research is;

1. To describe of grammatical error on noun phrase found in students' descriptive texts at seventh grade of MTs Negeri Kamang in 2014/2015 Academic Year.

2. To find the dominant errors on noun phrases found in students' descriptive text at seventh grade of MTs Negeri Kamang in 2014/2015 Academic Year.

E. Significance of the Research

The significance of this study as follows:

1. For the students

The result of the research can show to the students about the grammatical error on noun phrase that found, so by read there analysis they can know their errors on noun phrases in writing descriptive text.

2. For the English teacher

The result of the reserach can describe to the English teacher about the grammatical error on noun phrase that found in his/her students in writing descriptive text and also can be guideline to improve students knowledge of noun phrase at seventh grade of MTs Negeri Kamang in 2014/2015 Academic Year

3. For the researcher

This research can enlarge the researcher is knowledge about grammatical errors on noun phrases found at seventh grade of MTs Negeri Kamang in 2014/2015 Academic Year. By knowing the students' problem, she can avoid made error when writing and know the students problem in writing. Besides, it is one of requirement for the researcher to get undergraduate (S1) at English Education Program at STAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Writing

a. Definition of Writing

Writing is one of ways to communication. In writing, the writers communicated with the readers by using written language. Between writers and the readers do not faced directly in that communication. Thus, the writers should be considered of the effective way to present the ideas, opinions and feelings of the writers to the readers. In order to the readers can understand what the writers means.

According to Mayers (2005:2) writing is “speaking to other on paper, or on the computer screen”. Writing is partly a talent, but it is mostly a skill. Writing is also an action or process of discovering and organizing the writer’s idea and putting them on paper, reshaping, and revising them. It means that, by writing the writers speak to the reader by discovering and organizing their idea through the paper or a computer screen.

Nunan (2005: 98) defines that writing is a combination of process and product. The process refers to the act gathering ideas and working until presented in a manner that is polished and comprehensible to the readers. Product is final result of writing. Thus, writing is the way to process ideas to be good ideas to read.

Oshima and Hogue (2006:265) states that writing is a process of creating the idea, organizing the idea, writing, and polishing the rough draft by editing the clarity of the text and making revision on the grammar. It means that, in writing the writers doing process to express and create their ideas by using good grammar and good organization. And also the result of writing is an expressing idea of the writers to the reader in written form. In writing the writer combine the words become sentences, and then combine sentences become a paragraph. On the other hand, in writing the writer imagines organize and express the ideas from the some sentences into paragraph.

Based on the explanation above, it can be concluded that writing is one of skill to communicate with others in written form. In writing, the writers follow the process of writing like finding idea, organizing ideas, drafting, writing, revising and editing by using good grammar and organization in a sentences. By following the process, the writers can product a good writing.

b. Purposes of Writing

The writer tends to write something in many purposes. It depends on her/his wants to write. In writing an article, one may wish to persuade the reader or to explain something. Therefore, before writing something the writer should know what her/his writing for.

According to Boardman and Frydenberg (2002:1), some common purposes of writing are, to compare or contrast two topics, to argue for a situation to a problem, to describe a project, to summarize information, to report on a laboratory experiment or research.

Then, Ur (1999:70) states that the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. Thus, by writing the writer can share their ideas to the reader.

Moreover, Blanchard and Rood (2004:5) state that there are three most common purposes for writing: to entertain, to inform, and to persuade. It means that, by writing someone can inform something, can entertain and also can persuade someone.

Based on the above description, it can be drawn a summary that there are three general purpose of writing. They are informative writing that aim to shere and give information, expressive writing that aim to entertain the reader and persuasive writing that aim to indicate action or change.

c. Importance of Writing

Writing is one of the most important skill in English that should be mastered by students. By writing, someone can communicate to the others. They can share their feelings by writing. According t chapel (2007:1) there are some reason why writing so

important. They are; writing is the primary basis upon which the writer works, the writer learning, and the writer intellect will be judge in school or college in the work place, and in the community, writing express who the writer is as a person, then writing is portable and permanent, writing helps writer to express opinions without getting confused, and without confusing the reader. Furthermore, writing stimulates writer to extend a line of thought beyond her/his writer to impression or good response.

According to Brown (2002:1) there are some of advantages of writing ability. They are, Writing is the primary basis upon which the writer works, the writer learning, and the writer intellect will be judge in scholl or colledge in the work place, and in the community. Furthermore, Writing expresses writing who the writer is as a person and writing helps writer moves easily among facts, inferences, and opinions without getting confused, and without confusing the reader. In addition, writing helps the other give feedback and requires that anticipate the readers needs.

Based on the theories above, it can be concluded that writing is the most important skill. Writing helps someone to improve her/his intellect in working. By writing someone can express her/his opinion without confusing the readers.

d. Component of Writing

There are three aspects that should be included, such as demonstrating sophistication choice of vocabulary items, correct idiomatic use of vocabulary, and correct A good writer should be able to make the reader understand the meaning of their writing. Good writing in English required both grammar and good organization. Such as, punctuation, substitution, and connection of ideas in writing. A writer must pay attention them in writing to produce a good writing.

In writing, the writer should pay attention the component of writing. According to Harmer (2001:255), there are five component of writing as follows:

1) Grammar

Grammar is important thing in writing process because without grammar the reader can get nothing. Using grammatical device to help the readers understand what is being referred to at all times, even when words are left out or pronouns are subtited for noun.

2) Vocabulary

Vocabulary is one of component in writing process in which without vocabulary writer can not write. In writing, one of important marks of a good writer is effective use of an expending vocabulary.

3) Handwriting

Handwriting is personal issue. Although many written communication take place from a computer keyboard, handwriting is still important in personal letters, written assignment, and most exams.

4) Layout and Punctuation

Using punctuation correctly is an important skill. Many people judge the quality of written is not just on the content, the language, and the writer hand writing but also on the use of punctuation. If the writer use wrong the punctuation, it will make a text difficult to understand.

5) Spelling

According to Harmer (2001:256), although incorrect spelling does not prevent the understanding of a written message, it can also adversely affect the reader's judgment. If the writing often make too bad spelling, it indicates as a lack of education or care.

Based on the theory above, in can be summarized that there are five component of writing. They are grammar, vocabulary, handwriting, layout and punctuation, and spelling. That component should be mastered by students in writing.

Ur (1999:70) states that there are some components in writing: neat handwriting, correct spelling and punctuation, as well as

acceptable grammar and careful selection of vocabulary. They will be explained in the following:

1) Neat handwriting

Neat handwriting is important aspect in writing. Harmer (2007:121) states that teachers cannot ask students to change their handwriting style, but they can encourage neatness and legibility. Neat handwriting will help students writing is easy to read.

2) Correct Spelling

Correct spelling is a must in writing. Jackson (2005:110) states that Spelling is the most standardized feature of the English language. Correct spelling is a must when writing. Wrong spelling will make different meaning in English.

3) Punctuation

Punctuation is code in writing. McMillan and Weyers (2007:135) states that punctuation is an important 'code' that helps the reader understand your message. It means that, use good punctuation will help the reader easy to understand someone writing.

4) Acceptable Grammar

Grammar is one of the most important things in writing because by using the correct grammatical device it can help the reader to understand the text. Harmer (2001:12) states that the grammar of a language is the description of the way in which

words can change their forms and can be combined into sentences in that language.

Based on the explanation above, it can be concluded that there are some components of writing. They are, grammar, vocabulary, handwriting, layout and punctuation, and spelling. In addition, the components of writing are, content/idea, organization, grammar/structure, word choice/word form, and mechanics.

e. Genre of Writing

According to William (2005:15), genre is particular types of text, such as report a memo, a newspaper story, a poem, or an academic paper, which has academic paper, which has a characteristic format, features, and use. Genre is referred to purposeful activity because member of cultures interact with other to achieve their purposive. It means that, genre is a kinds of text that can find on paper like, report, newspaper, a poem, and etc.

Moreover, Brown (2004: 219) states that the common genres that a second language writer might produce, within and beyond the requirement of a curriculum. Even thought this slightly shorter, but it should be aware of the surprising multiplicity of options of written genre that second language learner need to acquire.

Genre are divided into several of text. according to Cycyl (2008:5), each type of the texts has communicative purpose, generic structure, and language features. They are, analatycal exposition text,

anecdote text, recount text, report text, spoof text, narrative text, discussion text, and procedure text.

In kurikulum 2004 (2003:76) there are thirteen kind of text, they are recount, report, discussion, explanation, analytical exposition, hortatory exposition, news item. In content standard of SMP/MTs there are five kind of text that should be mastered by students, they are; procedure, descriptive, recount, narrative, and report. Based on the syllabus of English Subject at seventh grade of SMP/MTs there are two kinds of text that should learned by students, they are; procedure text and descriptive text.

Based on the explanation above, it can be concluded that, there are thirteen kind of text, they are recount, report, discussion, explanation, analytical exposition, hortatory exposition, news item, spoof text, anecdote text, narrative text, descriptive text, and procedure text. The last two texts will be explained in this research.

2. Descriptive Text

a. Function of Descriptive Text

Descriptive text is a text which aim to describe about something (place, animal, people, and things). Descriptive text used described something like thing or object, place or person. Grace (2006:135), states that descriptive text is a text which has purpose to describe a particular person, things, and place. It means descriptive text is a text that purpose to describing something.

According to Djuhari (2008:24) descriptive text is a text to describe particular person, thing, a place, and an animal. Ahmad (2009:1) states that descriptive text a text that list the characteristic of something. Descriptive text is usually also used to help writer develop an aspect of their work, e.g. to create a particular mood, describe a place so that the reader can imagine pictures of characters, places, objects, etc.

According to Boardman (2002:6) descriptive text is used to describe what the thing look. In writing descriptive text the writer can describe what they see and feel to describes. Hogue (2007:97) says descriptive text tells what something, a person, an objector place look like.

Based on the explanation above, it can be concluded that descriptive text is the text that presenting ideas by describe what the person look. Such as, place, thing, and person. Therefore, after reading descriptive text, the reader can imagine the form of object that describes.

b. Generic Structures of Descriptive Text

The generic structure of descriptive text are identification and description. Identification is mentioning who or what we are going to describe. It identifies phenomenon to be describe. Description is detail information or detail characteristics. Such as, parts, qualities, and quantities of what are describing.

According to Djuhari (2007:24) descriptive text has generic structures. They are; identification as introduce subject or object that will be described. Description, to give more information about feature of subject e.g. psychology, behavior, physical appearance, specific feature, and quality. Garot and Wignell (1994:208) gave the generic structure in a descriptive writing, they are identification as identified the phenomenon to be described. And description as describes part, quantities, and characteristic of object.

Based on explanation above, it can be concluded that there are two characteristics of descriptive text. they are, identification and description. Identification is introduce the particular object that will be described. Description is tell about characteristic object in specific.

c. Language Features of Descriptive Text

Language features is important to support a good descriptive text. language features in descriptive text focus on specific participant, use of simple present tense, verbs being and having, and use of descriptive adjectives to build up long nominal group. Sinaga (2012) states some language features in descriptive text. They are, using simple present, using action verb, using adjective, using adverb and using mental verbs.

According to Ahmad (2009:1) descriptive has dominant language features as follows: using simple present, using passive

voice, using noun phrase, using adverbial phrase, using general and abstract noun, using conjunction of time and cause effect and etc.

In addition, Djuharie (2007:24) states that descriptive text has language features like; specific pronoun, simple present tense, and detailed noun phrase, adjective, relational process, and figurative language.

Based on the explanation above, it can conclude that there are seven language features in descriptive text. They are, Using simple present, using simple present, using passive voice, using noun phrase , using adverbial phrase, using general and abstract noun, and using conjunction of time and cause effect.

3. Errors

a. Definition of Error

Errors happen when someone learn about certain language especially learning English subject that has four language skills that should mastered by students in junior high school especially in writing. To knows the errors found in writing, we must know what the errors exactly. Harmer (2004:99) state that errors are one of division of mistakes categories. There are three categories of mistake. First, 'slips' are mistakes which students can correct them once the mistake has been pointed out to the student. Second, 'error' is mistake which they can not correct themselves and which there for explanation. The last, 'attempt' is when student tries to say something but does not yet

know the correct way to saying it. It means that, error is a part of the mistake categories whereas errors come from mistaken repetition.

Brown (2007: 257) argues that a mistake refer to a performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly. Meanwhile, an error is a deviation from the adult grammar of a native speaker, reflects the competence of the learner. And also the learners’ errors and the errors can be classified to reveal something of system operating within the learners’ errors called error analysis. Therefore, the students whose mother tongue usually confused in learning English.

Based on the explanation above, it can conclude that the errors are inevitable part of learning. Errors usually happen when learning process especially in learning language. Errors is a part of mistakes categories. There three categories of mistakes. They are, slips, errors, and attempts.

b. Source of Errors

According to Brown (2000:223) there are three sources of errors, they are;

1. Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stage of learning second language are characterized by good deal of interlingual transfer from the native

speakers. It means that, this error happened because the speakers influenced by native language before the system is familiar.

2. Intralingual Transfer

Intralingual Transfer is the negative transfer of items within target language, putting the another way, the incorrect generalization of rules within the target language. It means errors that happen because the learners influenced by mother tongue.

3. Context of learning

Context of learning refers to classroom with teacher material in the case of school learning or the social situation in the case of untutored second language learning. it means that, students often make errors from misleading explanation from their teacher.

Based on the theories above, it can conclude that there are three sources of errors. They are, interlingual transfer, intralingual transfer, and context of learning. Interlingual transfer is error that happened because the speakers influenced by native language before the system is familiar. Intralingual transfer is errors that happen because the learners influenced by mother tongue. And context of learning is the errors from misleading explanation from their teacher.

c. **Types of Errors**

According to Thonbury (2004:114) there are three types of error from several experts. They are, lexical, discourse, and grammatical errors. First, lexical errors are concerned with errors in

word choice to make on meaning correctly. For example: “the Sunday night past” the correct one is “Last Sunday night”. It means that lexical errors are error in using appropriate choice of lexical items such as noun, verb, adverb, adjective and so on. Second, discourse errors focus on organize and connect sentences in the text. For example: at last suggest”. The solution for the for this problem is “eventually” would have been better in this context. Threed , phonological errors, a description of the phonological error type follows: decoding errors as students read aloud. And the last one, grammatical errors are errors that happen in choosing verb form and tense. For example: “ I eat yesterday” the correct one is “I ate yesterday”.

It means that, there are three types of errors they are, lexical, discourse, and grammatical errors. Lexical errors refers to the choosing of word and the meaning of sentences. Discourse errors refers to the correlation between sentences in paragraph. And the last grammatical errors refers to choosing of part of speech and tenses in a sentence.

Dulay (1982:150-162) explains that there are four types of errors. Those are as follows:

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It can be seen in this

example: *I beautiful girl in my village*. Some items that omitted are: am, a, at. The clear sentence is *I am a beautiful girl at my village*. Those errors it is called grammatical morphemes. Contents of morphemes are noun, verb, adjective and adverbs.

2) Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well –formed utterance. In can be seen in this example: *He doesn't knows my name*. The negative form of simple past tense, the verb must be basic verb. It is not added with –s. The clear sentence is *he doesn't know my name*.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect. It can be seen in this example: *The cat eated the fish*. Past tense marked was supplied by learner: it was just not the right one. The correct one is *the cat eat the fish*.

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering is the errors of putting the words in utterance in the wrong order. For example: *She will come evening tomorrow*. This

sentence has the wrong order of adverb of time. “evening tomorrow”.

It must be changed becomes: *she will come tomorrow evening*.

Based on the previous explanation, it is clear that there are some types of errors. Those are omission errors, addition errors, misformation errors, and misordering errors.

d. Error Analysis

Errors analysis is the way to know some errors that found in language. Corder (1981:35) states that error analysis confirms or disproves the predictions of the theory lying behind bilingual comparison. In this sense error analysis is an experimental technique for validating the theory of transfer.

Then, Dulay (1982:140-141) states that error analysis come away with a rich source of explanation for the many as yet unexplained but frequently observed students errors. Errors analysis mostly explains students’ errors.

Then, Reid (1993:36) state that error analysis is investigated the reasons that students made errors: whether, for example, an error was a natural by-product of student risk-taking, an over generalization of a rule from the student’s first language, or the level difficulty of implementing the English language rule. Thus, error analysis is investigating the reasons student’s error in English language.

Teh in Vikem (2008:23) states that error analysis is identification, description, and explanation of errors either in its

spoken or written form. The errors are classified into categories like the following : semantic errors and grammatical models such as wrong word, wrong form, poor choice of word, slang or error tense, preposition, article, spelling, wrong order, and subject-verb agreement.

Based on the explanation above, the researcher can conclude that errors of analysis can be defined as identification, investigated the reasons, explanation and description of errors in spoken or written form.

4. Grammar

a. Definition of Grammar

According to Harmer (2004:12) the grammar of language is the description of the way in which words can change their forms and can be combined into sentences in that language. Then, Debata (2013:483) explains that grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences.

Lynch and Anderson (2012:2) states that grammar is one of the three main systems of language, the others being vocabulary and pronunciation. Many students have been taught to think of learning English as expanding their knowledge of these systems, with particular emphasis on learning grammar. Then, Ruin in Johansson (2010:5) states that grammar is understood as specifically looking and

analyzing how language is built and how to create a good piece of language.

Ur in Cakir (2011:124) defines grammar as the way words are put together to make correct sentences. Then, Radford in Cakir also explains about characterizes grammar as the study of the principle which govern the formation and interpretation of words, phrases and sentences. So, he concludes that grammar is abstract in the mind and it becomes concrete in the use. That is to say, it is something that is somewhere in the brain and turns out to be concrete in using.

Based on the explanation above it can be concluded that grammar is something that needed in English language where it is partly the study of what forms or structures are possible in a language. So that it is the rules how words change their form and combine with other words to make meaningful sentences.

b. Importance of Grammar

Grammar is very important in teaching English. Thornbury (1999:15) states that there are seven reasons the important of teaching grammar for the students. They are, sentence machine agreement, fine tuning argument, fossilization argument, advance Organizer Argument, discrete Items Argument, rule ofLaw Argument, and learner expectations argument.

Krashen (1982:89) recognize that grammar can be useful in language learning as monitor which can be activated only when the

learners has enough time, when he/she has the possibility to focus on the form of the rules involved in the production.

In addition Yu in Wang (2010:78) states that there are some reasons the importance of teaching grammar. They are:

- 1) Components and Basic Features of Language.
- 2) Requirement of the Standard of Mastering a Language
- 3) Feature of Foreign Language Learning environment
- 4) Requirement of the Nature of the Theory of Communicative Approach.

Based on the explanation above, it can be concluded that grammar is very important to support the students to know the rules, word changes and to improve English skills.

c. Aspect of Grammar

There are some aspects of grammar in English. Ur (1991:79) elaborates the aspects of grammar or grammatical terms, namely the morpheme, the word, the clause, the sentence and the phrase. The first one is morpheme. Morpheme is a bit of word which can be perceived as a distinct component: within the word passed, for example, are the two morphemes pass and -ed. A word may consist of a single morpheme (book).

The second one is word. Word is the minimum normally separable form: in writing it appears as stretch of letter with a space either side. Next, clause is a kind of mini- sentence a set of word which make a sense unit, but many not be concluded by a full stop. Sentence is a set of words standing on their own as a unit, its

conclusion marked by a full stop or equivalent (question mark, exclamation mark). And the last one is phrase. Phrase is shorter unit within the clause, of one or more words, but fulfilling the same sort of function as single word. In this research just will be focus on a phrase especially on noun phrase.

5. Grammatical Errors

a. Definition Grammatical Errors

Grammar errors are some mistake in grammar. Thornbury (1999:114) states that grammatical error is cover such things and mistakes in form and tense, and in sentence structure, where the subject of the clause has been left out. Tense are used to show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb.

Giri in Ulandari(2013:29) states that grammatical error are patterns of arrangement of words in sentences that are not appropriate with the patterns and rules that have been determined in a language that is being used. It means that grammatical errors are errors in word form that is not suitable with the rules of grammar in English.

Based on the theories above, it can be concluded that grammatical errors are deviation from selected norm of mature language performance such as in verb form, tenses, and word form that is not suitable with the rules of grammar in English.

b. Kinds of Grammatical Errors

There are many kinds of grammatical errors. Murad (2013: 10) states that there are some kinds of grammatical errors:

1) Verb Tense

Errors of wrong tense or wrong verb occur when a learner uses the wrong verb tense in a certain sentence. The results of this study reveal that the participants were not aware of applying the correct tense to the verb in the sentences.

2) Double Negative

A double negative occurs when two forms of negation are used in the same sentence.

3) Sentence Fragment

A sentence fragment is a group of words that is only part of a sentence and does not express a complete thought. Usually sentence fragments are pieces of sentences that have become disconnected from the main clauses. Some fragments are incomplete because they lack either a subject or a verb.

4) Subject/Verb Agreement

Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject (the person or thing doing the action) is singular, its verb (the word representing the action) must also be singular; if a subject is plural, its verb must also be plural.

5) Capitalization

Capitalization means writing a word with its first letter as a capital letter (upper-case letter) and the remaining letters in small letters (lower-case letters).

6) Word Order

Word order is the syntactic arrangement of words in a sentence, clause, or phrase.

Based on the explanation above, it can be concluded that there are some of kinds of grammatical errors. In this research will be focus on word order especially about noun phrase.

6. Noun Phrase

a. Definition of Noun Phrase

A noun phrase is a phrase whose head is a noun or a pronoun, optionally accompanied by a modifier set. Noun phrase is a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives, adjectives phrases, adjectives clause, possessive adjectives, adverbs, determiners, preposition phrases and other nouns in the possessive case. Noun phrase are a noun phrase includes a noun (a person, place, or thing) and the modifiers (either before or after) which distinguish it.

According to Robert (2011:101) a phrase is defined as "a sequence of words that can function as a constituent in the structure of sentences". It means without a phrase, a sentence is not complete to be

write. And also he states that noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives (*small, red, lovely*), adjectives phrases, adjectives clause, possessive adjectives (*my, his, her, their*) adverbs (*very, extremely, usually*), articles (*the, a, an*), preposition phrases and other nouns in the possessive case. Noun phrase never stand alone as sentences.

Jackson in Wisnu (2010:14) states that a noun phrase in English is composed potentially of three parts; a head, pre modification, and post modification. The head of the noun is obligatory, it is a minimal requirement for the occurrence of a noun phrase. The other two parts, a pre modification and post modification are optional. It means that, noun phrase categories in three part; head, pre modification and post modification.

Then, Miller in Wisnu (2010:17) state that noun phrases together with any number of noun phrases modifier, they are, determiners, quantifiers and quantifier phrases, noun and noun phrases, adjective and adjective phrases, position and position phrases, and clauses.

Based on the theories above, it can be concluded that noun phrase is noun phrases are a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives, adjectives phrases, adjectives clause, possessive adjectives, adverbs,

determiners, preposition phrases and other nouns in the possessive case. Noun phrase has three part potentially. They are, head, pre modifier and post modifier.

b. Function of Noun Phrase

According to Erlinda (2010:36) a noun phrase can be used as the subject in a sentence, can be used as direct object in sentence, and can be used as indirect object in a sentence. For example as follows:

1. *Most students* enjoy bakso.

The function of *most students* in the sentence above is a noun phrase as the subject in the sentence.

2. He like *most students*

The function of the *most students* in the sentence above is a noun phrase as direct object in the sentence.

3. The Dean gave *most students* their books this morning

The function of the *most students* in the sentence above is a noun phrase is indirect object in the sentence.

Robert (2011:53) states that there are three kinds of functional relation in noun phrase. The first one is subject~predicat, The functional relation between the immediate constituents of sentences, Noun Phrase (NP) and Verb Phrase (VP). It is a mutual (two-way) dependency – S and P are both obligatory. The second one is Modifier~Head. This is a one-way dependency: modifiers depend on

heads. The third one is modifiers are optional (omissible).Some modifiers precede and some follow the heads they modify. Then, Head~Complement. Complements are obligatory, needed to complete the meaning of the phrase. The head generally precedes its complement. The last one is heads. The head is the obligatory centre of its phrase.

Based on the explanation above, it can be concluded that, there are some functions of noun phrases. They are, as subject, as direct object, as indirect object, as head in sentences, as modifier and as complement in a sentences.

c. Types of English Noun Phrase

Baker (1989) uses the term noun phrases to refer to a large class of sequences that could serve as subject and object. He further divided noun phrases into the following:

1. Common noun Phrases

A common noun phrases is a phrase headed by a common noun. A noun phrase it just the conventional name for a phrase that can serve as subject, direct object and so forth. English common noun phrases are divided into two:

- 1) Count nouns, which are divided into singular nouns and plural nouns.**

2) Mass nouns, which are considered singular nouns.

3)

2. Noun Phrases Introduced by Determiners and Genitives

In general, many noun phrases in which common noun phrases were preceded by the word “the”, a word traditionally referred to as the definite article.

1) A noun phrases can consist of a determiner plus a common noun phrase. Noun Phrases introduced by the determiners form part of a special semantic class, it refers as definite phrases: NP = Det + CNP, for example, “the book.

2) A noun phrases can consist of a noun phrases in the genitive case followed by a common noun phrase. Genitive is the traditional name for the case in English that indicates possession, among other things. The genitive case is formed by adding ‘s’ to a singular or an irregular plural noun and to a regular plural noun, the formula is NP = NPGen + CNP = PN + CN, for example, “Fred’s dog”.

3. Noun Phrases Introduced by Quantity Words

Another important type of elementary noun phrases consist of quantity words plus a common noun phrases. The class of quantity words includes *some, many, much, any, no, little, few*, and so on. The class of quantity words includes the numerals, but also includes words such as *some, much, any, no, little*, and *few*. A noun

phrases can consist of a quantity word followed by common noun phrases. The formula is NP = Quant + CNP, for example, “Several heroes”.

4. **Bare Noun Phrases**

The common noun phrase combines with some preceding word or phrases to make up a noun phrases. English also allows noun phrases in which the common noun phrases occurs without any accompanying element. Bare noun phrase can consist of a mass or plural common noun phrases alone. The formula is NP – CNP plural, in example, “cookies”.

5. **A Special Possibility for Proper Nouns**

Proper noun is described as ‘typically’ appear in noun phrase. Noun phrases here have something inside them in addition to the proper noun. In example is : “No John Smiths attended the meeting”.

6. **Some Special Combined forms**

A noun phrase can consist of a quantifier plus noun combination. The four English quantity words that can serve as the first element in theses combination are ‘some, any, no, and every’. The four noun-like stems to which they can be attached are *–one*, *–body*, *–thing*, and *–where*. The formula is NP = Quant + N and example is “something”.

Robert (2008:102) state that there are three types of English noun phrases, they are as follows:

1) Head

One of the most important components of a noun phrase is the head noun. In English, the head noun becomes the center of attraction of the noun phrase. A noun phrases consist of a noun itself without any other element (bare noun phrase) for example: *books*.

In addition, Baker in Wisnu (2010:14) The head in noun phrases consist of common noun heads alone, for example, books, dogs, beer, kind of Spain, faith in Fred's sister.

2). Pre- Modifier

A pre modifier is the element of noun phrase that occurs before or precedes the head of the noun phrases. According to Robert (2008:103) a pre modification consist of a number of word classes in a specific order as follow: identifier, numeral and quantifier, adjective phrase, verb phrase

3). Post-Modifier

Post- modifier comprises words in the noun phrase that follow thehead and it usually called as right-handed modifier. Post modifier includes, clause, prepositional phrase, adverb phrase, and adjective phrase.

Based on the explanation above, it can be concluded that there are three types of English noun phrases. The first one is head of noun phrase. the second one is pre-modifier includes, identifier, numeral, quantifier, adjective phrase and verb phrase. And the last one is post-modifier includes, clause, prepositional phrase, adverb phrase, and adjective phrase.

d. The Structures of Noun Phrases

According to Hoogenraad in Bena (2010:35) the structure of noun phrases are very diverse, but the chief elements are these:

1) The Head of A Noun Phrases

The head in noun phrases consist of common noun heads alone, a pronoun, an adjective, an enumerator, and genitive phrase. the examples as follows:

- a) Noun, e.g. : books, dogs, beer, kind of Spain, faith in Fred's sister.
- b) A pronoun, e.g.: *herself, everyone in the street*
- c) An adjective, e.g.: *the absurd*
- d) An enumerator, e.g.: *all fifteen*
- e) Genitive phrase, e.g.: *John's*

2) The Pre- Modifier of A Noun Phrases

A pre modifier is the element of noun phrase that occurs before or precedes the head of the noun phrases. A pre

modification consist of a number of word classes in a specific order as follow:

a. Identifier Noun Formation

The identifier included articles such as; *the, a, an, his and her*. The examples is followed:

- a) **The man.** It means that, *the* is article, *man* is a noun.
- b) **An apple.** It means that, *an* is as article, *apple* is noun.
- c) **His car.** It means that, *his* is article, *car* is noun.

b. Numeral Noun Formation Quantifier

The numeral in pre modifier included ordinal number in a noun phrase and cardinal number in noun phrases. The r examples as followed;

- a) **Her first step.** It means that, *first* is numeral, *step* is a noun.
- b) **The last day.** It means that, *last* is numeral, *day* is a noun.

c. Quantifier Noun Formation

The quantifier in pre modifier can included like, some, many, several, much, no, few, little, all, every, each, most and any. The example as followed:

- a) **Some of the problem.** It means that, *some* is quantifier, *problem* is a noun.
- b) **Little girl.** It means that, *little* is a quantifier, *girl* is a noun.

c) **All number.** It means that, all is quantifier, number is a noun.

d. Adjective Noun Formation

Adjective phrase in noun phrase include adjective follow a noun. For example;

a) **Big house.** It means that, *big* is adjective. *House* is a noun.

b) **Good boy.** Whereas, *good* is adjective. *House* is a noun.

e. Verb Noun Formation

Verb phrase is also pre modifier in noun. Whereas in noun phrase there are noun adding by noun. For example: **a ringing bell.** It means that, *ringing* is a verb, *bell* is a noun.

3) The Post- Modifier of A Noun Phrases

Post- modifier comprises words in the noun phrase that follow the head and it usually called as right-handed modifier. Post modifier include of:

a. Clause

Clause is the part of noun phrase that refers back to a head whether to complete the meaning. The example as follows:

a). ***The man who I saw yesterday.*** Whereas, *who I saw yesterday* is relative clause, and *the man* is a head of noun phrase.

- b) ***a quantity which admire.*** Whereas, *a quantity* is a noun, *which admire* is a clause.

b. Prepositional Noun Formation

Prepositional phrase in noun phrase can function as a complement or an adjunct. The example as follows.

- a) **the man after me.** It means that, the man is noun. After me is prepositional phrase.
- b) **the best day of my life.** It means that, the best day best day is adjective phrase, and my life is prepositional phrase.

c. Adverbial Noun Formation

Adverb phrase in noun phrase can function to give information about time or place. The example as follows:

- a) **In the room above.** Whereas, the room is adverb of place, and above is a noun.
- b) **The morning after.** Whereas, *the morning* is adverb of time, and *after* is numeral noun.
- c) **The girl upstairs.** Whereas, *the girl* is a noun. And upstairs is adverb.

d. Adjective Noun Formation

The example of adjective phrase are follows:

- a) **somebody strength.** Where, *somebody* is a noun, *strength* is a adjective.

b) **blood royal.** Where, *blood* is a noun, royal is a adjective.

c) **Her apparent.** Where, her is a noun, apparent. is a adjective.

Based on the explanation above, it can concluded that there are three formation of noun phrases. The first one is head of noun phrase. the second one is pre-modifier includes, identifier, numeral, quantifier, adjective phrase and verb phrase. And the last one is post-modifier includes, clause, prepositional phrase, adverb phrase, and adjective phrase.

7. Grammatical Errors in Noun Phrases

Error is always happened in studying language. Meanwhile, Dulay (1982:138) points out Errors are the flawed side of learner speech or writing. Thus, mistake in language when speech or write is called error.

Jackson (1980:66) states that a noun phrase in English is composed potentially of three parts; a head, pre modification, and post modification. The example of head of the noun phrase is *three pen*. The correct one is **three pens**.

Pre-modifier in noun phrase includes identifier, numeral, quantifier, adjective phrase and verb phrase. The example error is *I bough a shoes little*. The correct one is **I bought a little shoes**. All my friend. The correct one is all of my friends.

Post-modifier in noun phrase include clause, prepositional phrase, adverb phrase, and adjective phrase. Example of error is *the best day my*

life. The noun phrase is prepositional phrase error. The correct one **is the best day of my life**.

Based on the explanation above, the researcher take the conclusion, there are some kind of grammatical errors of using noun phrases, it can be seem in table below:

Table 1.
Kinds of Grammatical Errors of Using Noun Phrase

No	Kinds of Grammatical Errors of Using Noun Phrase			
	Addition	Omission	Misformation	Misordering
1	Addition of head in noun phrase	Omission of head in noun phrase	Misformation head in noun phrase	Misordering head in noun phrase
2	Addition of pre modifier of noun phrases	Omission of pre modifier of noun phrases	Misformation of pre modifier of noun phrases	Misordering of pre modifier of noun phrases
3	Addition of post modifier in noun phrases	Omission of post modifier in noun phrases	Misformation post modifier in noun phrases	Misordering of post modifier in noun phrases

B. Review of Relevant Studies

There were several relevant researches with the on going research. First, the research entitled, “Grammatical errors found in students’ writing (a study of the third semester students of English Teaching Department of STAIN Batusangkar Registered in 2013/2014 Academic Year) ” by Lena

Sastri (2014). The result of this research is there are seven kinds of errors found in students' writing narrative text. The similarity of both the researches is both of the researches discussed some topic that is errors in grammar. Both of the research also used qualitative descriptive as research design. The differences between both of them are Lena's research discussed about grammar in general, but this research only discussed about noun phrase errors.

Second, the research entitled, "An analysis of grammatical errors found in students' narrative text (a study of narrative texts written by the third semester students of English Department of STAIN Batusangkar in 2012/2013 Academic Years) by Nurvianti Azwar (2013). The similarity of both researches is both of the research discussed about grammar and also used qualitative descriptive as the research design. The difference between two researchers Nurvianti's used narrative text documents, but this research used descriptive documents.

Third, the research entitled, "An Analysis on the Grammatical Errors in the students' writing (A Case Study of the First Year Students of "SMA Negeri 1 Cigudeg-Bogor)" by Fajarani Emmaryana (2010). The result of this research is the grammar errors made by the first year students of SMA Negeri 1 Cigudeg in writing recount text are in Tense for the highest errors by 19 students or 95%, the second is errors in Spelling and Punctuation by 18 students or 90%, The similarity of both researches is both of the research discussed about grammatical errors in students

writing. The differences both researches is Fajariani's conducted the research at senior high school, but this research conducted junior high school.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was descriptive research that describes things that is observed. Gay (2011:9) states that descriptive research is the research that determines and reports the way things are. It involves collecting numerical data to test hypotheses or answer questions about the current status of the subject of study. Descriptive research challenges the researcher to describe actual problem that happened.

Based on theory above, the researcher used descriptive research. This research describes grammatical errors of using noun phrases in students' descriptive text writing at the seventh grade students of MTsN Kamang registered in 2014/2015 academic year.

B. Population and Sample

1. Population

Population is a total subject that is used as participants in a research. According to Gay (2000:122) population is the group of interest to the researcher, the group to which he or she would like the result of a study to be generalized.

The population of this research was all of students' descriptive texts which are made by seven grade students at MTsN Kamang Kecamatan Kamang Magek in 2014/2015 academic year. The number of students' descriptive texts can be seen in the following table:

Table 2.
Population of the Research

No.	Class
1.	VII.1
2.	VII.2
Total	

2. Sample

Gay (2000:121) defines that sampling is the process of selecting a number of individual for study in such a way that the individual represent the larger group from which they will selected. In this research, the sample was taken by using purposive sampling. According to Gay (2000:138), purposive sampling is a judgment sampling, when the researcher selects a sample based on his or her experience or knowledge of the group to be sampling. Purposive sampling get its sample based on the purpose of the research itself.

Therefore, after the researcher has read all of documents, she were found about 45 documents to be sample of this research.

C. Technique of Data Collection

1. Research Instrument

The key instrument of this research was the researcher herself. The instrument of this research was the students' writing documents of descriptive text at the seventh grade in MTsN Kamang. The researcher got the data or document from the English teacher. Then, the researcher analyzed the documents to find students' errors of using noun phrases in their descriptive text.

2. Research Procedures

This research conducted by applying several steps. They are preparation, operation and post-operation.

b) Preparation

- 1) Doing observation
- 2) Finding the problems of the research
- 3) Finding the related theories for research problem
- 4) Writing proposal of the research
- 5) Consulting with advisors
- 6) Revising the proposal
- 7) Having seminar
- 8) Revising proposal after seminar

c) Operation

- 1) Getting license from P3M
- 2) Meeting with English teacher at MTsN Kamang to borrow the students' descriptive text documents
- 3) Omitting the students' name from the documents
- 4) Coding the documents

d) Post-Operation

- 1) Analyzing the data
- 2) Drawing conclusion

D. Technique of Data Analysis

The data were taken from examination test of the students of MTsN Kamang. The researcher borrowed the examination descriptive text from English teacher. Then, she copied the document. After getting the documents, the researcher read document and coded the document. For example, descriptive text one (D1), descriptive text two (D2).

In analyzing the data, the researcher did some steps. Brown (2000:218) mention that there are three steps of analyzing errors. They are identifying, describing, and explaining the errors.

1. Identify

The researcher identified grammatical errors on noun phrase that found in students' descriptive text by coded the data based on grammatical error that find in students' text. For example, head error in text one (H1), head error in text two (H2) and so on. Then, Pre-modifier errors in text one (Pre1), pre-modifier errors in text two (Pre2), and so on. Then, post-modifier errors in text one (Post1), post-modifier in text two (Post2), and so on.

2. Describing

After identified the data, the researcher described the data of grammatical errors on noun phrases into the table. For example, head error on noun phrases, pre modifier on noun phrases, and post modifier on noun phrases.

3. Explaining

After described the data, the researcher explained about grammatical error on noun phrase found in students' descriptive text by using data interpretation.

E. Interpretation of Data

In interpreting the data, researcher made the percentage of the students score in noun phrase found in students' writing descriptive text.

The researcher used the formula as suggested by Sudijono (2005:43):

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

Where:

- P : Percentage of students' grammatical errors in using noun phrases
- F : Frequency of students' grammatical errors in using noun phrases
- N : Total of students' grammatical errors in using noun phrases

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses about the description of the data that was used in this research. This research was conducted at the seventh grade students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 academic year.

The data was gotten by asking permission to English teacher to borrow students' descriptive texts.. The total number of the documents in this research were 45 descriptive texts from two classes. After getting the data, the researcher gave code for the data. For instance D1/L1. It means that she took the code from descriptive texts number one, and first line. Then, she analyzed the grammatical errors on noun phrases made by students.

After the researcher analyzed the descriptive texts, the researcher found that three types of noun phrases included head, pre-modifier (determiner and adjective phrases), and post-modifier (relative clause). Then the researcher found that there were four types of grammatical errors on noun phrase such as addition, omission, misordering, and misformation. The types of noun phrase errors can be seen in table below.

Table 3.**The Types of Grammatical Error in Noun Phrases**

No	Types of Errors	Types of Errors in Noun Phrases	Sample of Errors in Noun Phrases	Analysis
1	Omission	a. Omission of suffix “s” of head b. Omission of article on pre-modifier c. Omission of pronoun on pre-modifier d. Omission of relative clause on post-modifier	In the house there are 5 bathroom And around__ house I will introduce __ house In around house have garden many flowers	In the house there are 5 bathrooms And around the house I will introduce my house In around the house there is a garden which has many flowers
2	Misordering	a. Misordering of head b. Misordering of adjective phrase on pre modifier	The cake is cake bolu She often wearing blouse red	The cake is bolu cake She often wearing red blouse
3	Misformation	a. Misformation fn using pronoun in pre-modifier	I will introduce Me mother	I will introduce my mother
4	Addition	a. Addition of head	I have a cat, it name cat is.....	I have a cat, its name is....

Note: The detail information about about table of students’ errors analysis in using head on noun phrase can be seen in appendix 1

In the table above, the researcher found 187 errors, whereas omission of head on were 30 errors, omission of article of pre-modifier were 41 errors, omission of pronoun on pre-modifier were 7 errors, and omission of relative clause of post-modifier were 17 errors. Misordering of head were 2 errors, and misordering of adjective phrase on pre-modifier were 58 errors. In misformation of using pronoun on pre-modifier were 30 errors. And the last is addition of head were 2 errors.

After analyzing the data, the researcher coded the data. D means descriptive texts, and L means line. Therefore D1,L1, means the researcher analyzing descriptive number 1 in the first line. Then, she identified grammatical errors of noun phrases by underling them. After indentifying those errors, she classified them based the types of English noun phrases: errors of the head on noun phrase, errors of the pre-modifier on noun phrase, and errors of the post modifier on noun phrase. Those types can be seen in the following part:

a. Errors in Omission of Noun Phrase

1) Omission of suffix “s” of Head

After analyzing the data, the researcher found that there were 30 errors in omission of using head on noun phrases in students' descriptive texts. To make it clear, it can be seen in the following table:

Table 4.

**Samples of Students' Errors In Omission of Head
on Noun Phrase in Descriptive Texts**

No	Code	Identification of Errors	Correction of Error	Analysis
1	D2/L4	In the house there are eight bedroom	In the house there are eight bedrooms	In this noun phrase, the students should add by suffix "s" because this noun phrases tell more than one bathroom.
2	D7/L6	She has black hair and brown eye	She has black hair and brown eyes	In this noun phrase, the word "eye" make confused to understand. The students should add by suffix "s" because the word "eye" is plural.

Note: The detail information about about table of students' errors analysis in using head on noun phrase can be seen in appendix 2

In sample number 1, the student write "In the house there are **eight bedroom**". In this case the students should use plural of noun because she/he told about more than one bedroom. The correct one is "In the house there are eight bedrooms".

2) Omission of Article on Pre-Modifier

After analyzing the data, the researcher found that there were 41 errors in using article on pre-modifier on noun phrases in students' descriptive texts. To make it clear, it can be seen in the following table:

Table 5.

Samples of Students' Errors In Omission of Article On Pre-Modifier on Noun Phrase in Descriptive Texts

No	Code	Identification of Errors	Correction of Error	Analysis
1	D1/L5	Sometimes my mother make--- cake	Sometimes my mother make a cake	Between the word "make" and the word "cake" should put the article "a"
2	D29/L1	I have__ English teacher	I have an English teacher	Between the word "have" and the word "English" should put the article "an"
3	D35/L3	It make__ dog be strong and healthy	It make the dog be strong and healthy	Article "the" should be put between the word "make" and the word "dog" to make noun phrase easy to understand.

Note: The detail information about about table of students' errors analysis in using head on noun phrase can be seen in appendix 2

The errors were classified based on the article such as omission of article "a", omission of article "an", and omission of article "the" .

a) Omission of article “a”

In sample number 1, the student write “Sometimes my mother **make--- cake**”. In this case the students should put article “a” between the word “make” and the word “cake” because without article “a”, the reader will be confused to understand the sentence. The correct one is “Sometimes my mother make a cake”.

b) Omission of article “an”

In sample number 2, the student write “I **have__ English** teacher”. In this case the students should put article “an” between the word “have” and the word “English” because without article “an”, the reader will be confused to understand the sentence. The correct one is “I have an English teacher”.

c) Omission of article “the”

In sample number 3, the student write “It **make__ dog** be strong and healthy”. In this case the students should put article “the” between the word “make” and the word “dog” because without article “the”, the reader will be confused to understand the sentence. The correct one is “It make the dog be strong and healthy”.

3) Omission of Pronoun on Pre-Modifier

After analyzing the data, the researcher found that there were 7 errors in using pronoun on pre-modifier on noun phrases in

students' descriptive texts. To make it clear, it can be seen in the following table:

Table 6.

**Samples of Students' Errors In Omission of Pronoun
On Pre-Modifier on Noun Phrase in Descriptive Texts**

No	Code	Identification of Errors	Correction of Error	Analysis
1	D12/L7	And I love house	And I love my house	Pronoun "my" make the sentence easy to understand. Because pronoun "my" express whose house that writer love

Note: The detail information about about table of students' errors analysis in using head on noun phrase can be seen in appendix 2

In sample number 1, the student write "And I **love house**". In this case the students should put pronoun "my" between the word "love" and the word "house" because without pronoun "my", the reader will be confused to understand the sentence. The correct one is "And I love my house".

4) Omission of Relative Clause of Post-Modifier

After analyzing the data, the researcher found that there were 17 errors in relative clause on post-modifier on noun phrases in students' descriptive texts. To make it clear, it can be seen in the following table:

Table 7.

**Samples of Students' Errors In Omission of Relative Clause
On Pre-Modifier on Noun Phrase in Descriptive Texts**

No	Code	Identification of Errors	Correction of Error	Analysis
1	D4/L9	In around house have garden many flowers	In around the house have a garden which has many flowers	Relative clause "which" should be add to make the noun phrase easy to understand
2	D38/L4	she is teacher is I like	She is a teacher who I like	Relative clause "who" should be add to make the noun phrase easy to understand
3	D24/L3	She always help me in my need	She always help when I need	Relative clause "when" should be add to make the noun phrase easy to understand
4	D38/L4	she is teacher is I like	She is a teacher whom I like	Relative clause "whom" should be add to make the noun phrase easy to understand

Note: The detail information about about table of students' errors analysis in using head on noun phrase can be seen in appendix 2

The errors were classified based on the relative clause such as omission of which, omission of article who, omission of when, and omission "whom" .

a) Omission of “which”

In sample number 1, the student write “**garden many flowers**”. In this case the student errors in omission of relative clause. The student should put relative clause “which” between word “garden” and the word “many” because without put the relative clause, the meaning of sentence is ambiguous. The correct one is “In around the house have a garden which many flowers”.

b) Omission of “who”

In sample number 2, the student write “she is teacher **is I like**”. In this case the student errors in omission of relative pronoun. The student should put relative pronoun “who” between the word “teacher” and the word “I” because without put the relative clause, the meaning of sentence is ambiguous. The correct one is “She is a teacher who I like”.

c) Omission of “when”

In sample number 3, the student write “She always **help me in my need**”. In this case the student errors in omission of relative pronoun. The student should put relative pronoun “when” between the word “me” and the word “my” because without put the relative clause, the meaning of sentence is ambiguous. The correct one is “She always help when I need”.

b. Errors in Misordering on Noun Phrase

1) Misordering of Head

After analyzing the data, the researcher found that there were 2 errors of misordering in using head on noun phrases in students' descriptive texts. To make it clear, it can be seen in the following table:

Table 8.

Samples of Students' Errors In Misordering on Head of Noun Phrase in Descriptive Texts

No	Code	Identification of Errors	Correction of Error	Analysis
1	D1/L6	The cake is cake bolu	The cake is bolu cake	In this noun phrase the word "cake" should put after the word "bolu"

Note: The detail information about about table of students' errors analysis in using head on noun phrase can be seen in appendix 2

In sample number 1, the student write "The cake is **cake bolu**". In this case the students should put the word "cake" after the word "bolu" to make the reader will be confused to understand the sentence. The correct one is "The cake is bolu cake".

2) Misordering of Adjective Phrase on Pre-Modifier

After analyzing the data, the researcher found that there were 58 errors of misordering in adjective phrase on pre-modifier of noun phrases in students' descriptive texts. To make it clear, it can be seen in the following table:

Table 9.

**Samples of Students' Errors In Misordering
in adjective phrase on pre-modifier in Descriptive Texts**

No	Code	Identification of Errors	Correction of Error	Analysis
1	D1/L2	She has hair long	She has long hair	In this noun phrase the word "long" should put before the word "hair"
2	D37/L2	I have house big	I have big house	In this noun phrase the word "big" should put before the word "house"

Note: The detail information about about table of students' errors analysis in using head on noun phrase can be seen in appendix 2

In sample number 1, the student write "she has hair long". In this case the students should put the word "long" before the word "hair" to make the reader will be confused to understand the sentence. The correct one is "she has long hair".

c. Errors in Misformation on Noun Phrases

1) Misformation of Using Pronoun on Pre-Modifier

After analyzing the data, the researcher found that there were 30 errors of misformation in using pronoun on pre-modifier on noun phrases in students' descriptive texts. To make it clear, it can be seen in the following table:

Table 10.

**Samples of Students' Errors In misformation of Pronoun
In Pre-Modifier of Noun Phrase in Descriptive Texts**

No	Code	Identification of Errors	Correction of Error	Analysis
1	D1/L1	I will introduce me mother	I will introduce my mother	Pronoun "me" is not possessive pronoun.

Note: The detail information about about table of students' errors analysis in using head on noun phrase can be seen in appendix 2

The sample number 1, the students write "I will introduce **me** mother". Pronoun "me" is not possessive pronoun. The students should use pronoun "my" in this noun phrase. Therefore this sentence is not ambiguous. The correct one is "I will introduce my mother"

d. Errors in Addition of Noun Phrases

1) Addition of Head

After analyzing the data, the researcher found that there were 2 errors of addition of head on noun phrases in students' descriptive texts. To make it clear, it can be seen in the following table:

Table 11.

**Samples of Students' Errors In Addition of Head
of Noun Phrase in Descriptive Texts**

No	Code	Identification of Errors	Correction of Error	Analysis
1	D41/L1	I have a cat, it name cat is.....	I have a cat, it name is....	The word "cat" is should be remove because there is a pronoun "it" that refers to the "cat" in

				sentence before.
--	--	--	--	------------------

Note: The detail information about about table of students' errors analysis in using head on noun phrase can be seen in appendix 2

The sample number 1, the students write "I have a cat, it name **cat** is..". The noun "cat" should be remove. The students should use only pronoun "it" in this noun phrase. Therefore this sentence is not ambiguous. The correct one is "I have a cat, it name is...".

Based on analysis above, it can be found that there are some types of grammatical errors on noun phrases found in students descriptive texts made by seventh grade students of MTsN Kamang. The first one is omission that divided into omission of head, omission of article pre-modifier, omission of pronoun in pre-modifier, and omission of relative clause of post-modifier. The second one is misordering that divided into misordering of head, misodering of adjective phrase of pre-modifier. The third one is misformation that focus on misformation on pronoun in pre-modifier. And the last one is addition that focus on addition of head.

The table 9 below shows the frequency of types of grammatical errors on noun phrases made by the seventh grade students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 academic year.

Table 12.
The Frequency of Types of Grammatical Errors on Noun Phrases in students' Descriptive Text Made by the Seventh Grade Students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 Academic Year.

No	Types of Errors	Types of Noun Phrases Errors	Frequency	Percentage
1	Omission	a. omission of head b. omission of article c. omission of pronoun d. omission of clause	30 41 7 17	16.04% 21.92% 3.74% 9.09%
2	Misordering	a. misordering of head b. misordering of adjective phrase	2 58	1.06% 31.01%
3	Misformation	a. misformation of pronoun	30	16.04%
4	Addition	Addition of head	2	1.06%
TOTAL			187	

B. Discussion

The research finding shows that there are some types of grammatical errors in using noun phrases made by the students in writing descriptive texts. Dulay (1982:150) explain that there are four types of errors. Those are addition, omission, misformation and misordering. In this research, the researcher those types in grammatical errors on noun phrases in students' descriptive texts made by the seventh grade students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 academic year. The researcher found that omission of head on noun phrase with total 30 errors or 16.04%. omission of article with total 41 errors or 21.92%, omission of pronoun with total 7 errors or 3.74%, and omission of clause with total 17 errors or 9.09 %. In misordering, the researcher found misordering in head with total 2 errors or 1.06%,

misordering of adjective phrase with total 58 errors or 31.01%. in misformation, the researcher found misformation of pronoun with total 30 errors or 16.04%. and in addition of head the researcher found 2 errors or 1.06%. Based on the analysis above, it could be seen that dominant errors on noun phrases was misordering of adjective phrase on pre-modifier of noun phrases. There were total is 58 errors or 31.01% on adjective phrase of noun phrases found in students' descriptive texts made by the seventh grade students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 academic year.

Based on the theory quoted from Brown (2000:223) who states that there are three sources of errors, they are; a. Interlingual transfer is a significant source of error for all learners. b. Intralingual Transfer is the negative transfer of items within target language, putting the another way, the incorrect generalization of rules within the target language. c. Context of learning refers to classroom with teacher material in the case of school learning or the social situation in the case of untutored second language learning.

In this research, the errors happened from Interlingual Transfer. In writing descriptive texts, the students influenced by mother tongue in wrote descriptive texts. The researcher found many students' errors in arranged the word become noun phrase. For example in sentence with code D1/L1 with the sentence "she has hair long". The students confused in arranged the word because she/he influenced by mother tongue.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research analysis above, it can be concluded that there are four types of noun phrase errors that found in students' descriptive texts. They are, *omission*, *misordering*, *misformation*, and *addition*. In *omission* divided into omission of head, omission of article on pre-modifier, omission of pronoun on pre-modifier, and omission of relative clause of post-modifier. In *misordering* divided into misordering of head and misordering of adjective phrase on pre-modifier. In *misformation*, just found misformation of pronoun in pre-modifier. And the last in *addition* just found addition of head.

Specifically, among three types of grammatical errors on noun phrases found in students' descriptive texts made by seventh grade students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 academic year. *Misordering of adjective phrase* mostly appear in this research, the researcher found that with total 58 errors or 31, 01 %.

B. Suggestion

Based on the result of this research, the researcher gives some suggestion to the stakeholders below:

1. It is suggested to the students to increase their understanding in using noun phrases in writing, especially in determiner of pre-modifier on noun phrase because the students did errors mostly in this type.

2. The English teacher in MTsN Kamang Kecamatan Kamang Magek must improve students' ability especially in learning process. The English teacher must improve the aspect of skills in English and also the all of component of English. Especially in grammar about using noun phrases in writing texts.
3. For the next researcher who wants to conduct extensive research about grammatical errors on noun phrases found in students' descriptive texts can clearly see from this thesis. They can construct their own instrument by giving test. They also can do a research about students' consistency in using noun phrases.

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Appendix 1: Table of Grammatical Errors on Noun Phrases

Table of Grammatical Errors on Noun Phrase Found in Students' Descriptive Text Made of the Seventh Grade Students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 Academic Year

No	Code	Kinds of NP errors	Types of Error	Types of English NP	Correct
1	D1/L1	I will introduce Me mother	Misfo	Determiner (premodifier)	My mother
2	D1/L2	She name is Tina	Misfo	Determiner (premodifier)	Her name is Tina
3	D1/L2	She has hair long	Misord	Adjective (premodifier)	Long hair
4	D1/L3	She wear glasees	Omiss	Bare NP(Head NP)	She wears glasses
5	D1/L3	She has nose pointed	Misord	Adjective (premodifier)	She has pointed nose
6	D1/L5	Sometimes my mother make__ cake	Omiss	Determiner (premodifier)	Sometimes my mother make a cake
7	D1/L6	The cake is cake bolu	Misord	Bare Noun (head on NP)	The cake is bolu cake
8	D1/L6	The color favorite mother is red	Misord	Adjective (premodifier)	My mother s' favorite color is red
9	D1/L8	She often wearing blouse red	Misord	Bare NP(Head NP)	She wears red blouse
10	D1/L8	She often wearing blouse red	Misord	Adjective (premodifier)	She wears red blouse
11	D2/L3	The people said that	Misfo	Determiner (premodifier)	Many people said that
12	D2/L4	In the house there are eight bedroom	Omiss	Noun (head of NP)	In the house there are eight bedrooms
13	D2/L7	And around__ house has.....	Omiss	Determiner (premodifier)	And around the house has.....
14	D3/L1	I have__ big house	Omiss	Determiner (premodifier)	I have a big house
15	D3/L3	People often said__my house	Omiss	Determiner (premodifier)	People often said that my house.....
16	D3/L5	In the house there are 5 bathroom__	Misfo	Noun (head of np)	In the house there are five bathrooms
17	D3/L6	... there __ _swimming pool	Omiss	Determiner (premodifier)	There is a swimming pool
18	D4/L4	Hello friend__	Omiss	Noun (head of NP)	hello friends...
19	D4/L9	In around__ house have garden many	Omiss	Clause (post-modifier)	In around the house have a

		flowers			garden which many flowers
20	D5/L1	Hello friend___,	Omiss	Noun (head of NP)	hello friends...
21	D5/L6	There are swimming pool beautiful	Misord	Adj phrase (pre modifier)	There is beautiful swimming pool
22	D5/L9	I very love my house	Misord	Adj phrase (pre modifier)	I love my house very much
23	D6/L1	His name___dodo	Omiss	(head on NP)	His name is Dodo
24	D6/L2	So that many said that.....	Omiss	Noun (head on NP)	So many people said that
25	D6/L3	many said that building white	Misord	Adj phrase (pre modifier)	Many people said that white building
26	D6/L3	In___ house have eight bedroom	Omiss	Noun (head on NP)	In the house have eight bedrooms
27	D6/L4	Afterwards, he house also have big garden	Misfor	Determiner (premodifier)	Afterwards, his house
28	D7/L3	Person said that I house that	Misfo	Determiner (premodifier)	Person said my house that.....
29	D7/L3	Person said that I house that building white	Misord	Adj phrase (pre modifier)	Person said my house that a white building
30	D7/L6	In the house there is eight bad room___	Omiss	noun(head on NP)	in the house there are eight bad rooms
31	D7/L8	One dining room the big	Misord	Adj phrase (pre modifier)	One big dining room
32	D7/L10	Behind___ house there is a swimming pool	Omiss	Determiner (premodifier)	Behind the house there is a swimming pool
33	D7/L12	In around___ house have garden	Omiss	Determiner (premodifier)	In around the house have a garden
34	D7/L12	In around house have garden that full flower	Misfo	Determiner (premodifier)	In around the house have a garden which is full of many flowers
35	D8/L7	In the back house there are clean and beautifull swimming pool	Omiss	Determiner (premodifier)	In the back house there is a clean and beautifull swimming pool
36	D8/L9	And the flower full color	Misored	Adj phrase (pre modifier)	And the flower is colorful
37	D9/L1	I have friend mai	Omiss	Determiner	I have a friend,

		name Dodo		(premodifier)	his name is Dodo
38	D9/11	I have___ friend mai name Dodo	Omiss	Determiner (premodifier)	I have a friend.....
39	D9/L1	Dodo have house big	Misord	Adj phrase (pre modifier)	Dodo have a big house
40	D10/11	I have to best friend	Misfo	Determiner (premodifier)	I have a best friend
41	D10/L5	So he house be seen beautiful	Misfo	Determiner (premodifier)	So his house be seen beautiful
42	D10/L6	Garden also ful many flower that colour		Clause (post- modifier)	
43	D11/L5	Behind my house there is swimming pool very nice and clean	Misord	Adj phrase (pre modifier)	Behind my house there is a nice and clean swimming pool
44	D12/L1	I am is introduce___ house	Add	Determiner (premodifier)	I will introduce my house
45	D12/L2	I have big house___ color white	Omiss	clause (postmodifier)	I have a big house which is white colour
46	D12/L3	Person often said house mention white building	Omiss	Pronoun (premodifier)	Person often said that my house is white building
47	D12/ L4	Eight <i>bathroom</i> and two visitor room	Omiss	Noun (head on NP)	Eight bathrooms and two visitor rooms
48	D12/L5	Beside___ house pool swimming	Omiss	Determiner (premodifier)	Beside the house there is a swimming pool
49	D12/L5	Beside house pool swimming	Omiss	Adj phrase (premodifier)	Beside the house there is a swimming pool
50	D12/L7	And I love___ house	Omiss	Determiner (premodifier)	And I my love house
51	D13/L2	Dodo have a house. Color is white.	Omiss	Determiner (premodifier)	Dodo have a house. The color is white.
52	D13/L8	The garden also many flower	Omiss	Noun (head on NP)	The garden also have many flowers
53	D14/L1	My have friend name joko	Misfo	Determiner (premodifier)	I have a frind. His name is Joko
54	D14/L1	Joko have house big	Misord	Adj phrase (premodifier)	Joko have a big house
55	D14/L5	Then house also have___ garden big	Omiss	Determiner (premodifier)	Then the house also have big garden
56	D14/L5	Then house also	Missord	Adj phrase	Then the house

		have garden big		(premodifier)	also have big garden
57	D15/L1	I have friend. This name is.....	Misfo	Determiner (premodifier)	I have a friend. His name is.....
58	D15/L6	Look like house beautiful	Misord	Adj phrase (premodifier)	Look like beautiful house
59	D15/L8	Garden full many flower is color	Omiss	Clause (post modifier)	The garden have many flower which is colorful
60	D16/L1	I have__ bestfriend	Omiss	Determiner (premodifier)	I have a best friend
61	D16/L1	She name is yuli	Misfo	Determiner (premodifier)	Her name is Yuli
62	D16/L2	She hobby is singing	Misfo	Determiner (premodifier)	Her hobby is sinnging
63	D16/L3	She like using red veil	Misord	Adj phrase (premodifier)	She likes veil red
64	D17/L1	My mother is__ very beautiful woman	Omiss	Determiner (premodifier)	My mother is a very beautiful woman
65	D17/L1	She tall is about 165 cm and she weight is about 55 kg.	Misfo	Determiner (premodifier)	her tall is about 165 cm and her weight is about 55 kg.
66	D17/L2	She has hair black and hair curly.	Misord	Adj phrase (premodifier)	She has black hair and curly hair
67	D17/L3	she eyes is brown like my eyes.	Misord	Adj phrase (premodifier)	She has brown eyes like my eyes
68	D17/L5	I think she body is propotional pretty	Misfo	Determiner (premodifier)	I think her body is propotional pretty
69	D18/L1	My mother is the mother good in the world	Misord	Adj phrase (premodifier)	My mother is a good mother in the world
70	D18/L3	My mom love her family	Omiss	Noun (head on noun phrase)	My mom loves her family
71	D18/L4	She is__good chef	Omiss	Determiner (premodifier)	She is a good chef
72	D18/L4	She is very smart to make__tasty food	Omiss	Determiner (premodifier)	She is very smart to make a tasty food
73	D18/L5	I loved food made by mother	Omiss	Clause (post modifier)	I loved food which mother made
74	D19/L1	I have the cat in my house	Misfo	Determiner (premodifier)	I have a cat in my house
75	D19/L2	He is an adorable cat, I cat is cute	Misfo	Determiner (premodifier)	it is an adorable cat, my cat is cute
76	D19/L2	He has body fat	Misfo	Determiner (premodifier)	His body is fat.

77	D19/L4	He is animal active	Omiss	Adj phrase (premodifier)	He is an active animal
78	D19/L4	He likes to run around__ house	Omiss	Determiner (premodifier)	He likes to run around the house
79	D20/L2	He have color is brown	Misfo	Determiner (premodifier)	Its color is brown
80	D20/L3	He also has tail long	Misord	Adj phrase (premodifier)	He also has long tail
81	D21/L1	My mother is <i>simple woman.</i>	Omiss	A Determiner (premodifier)	My mother is a simple woman.
82	D21/L3	My mother is a woman kind	Misord	Adj phrase (premodifier)	My mother is kind woman
83	D21/L5	She profession is teacher	Misfo	Determiner (premodifier)	Her profession is teacher
84	D21/L6	my mother is a teacher discipline	Misord	Adj phrase (premodifier)	my mother is a discipline teacher
85	D22/L1	I have teacher is beautiful	Misord	Adj phrase (premodifier)	I have a beautiful teacher
86	D22/L2	she like using veil red.	Misord	Adj phrase (premodifier)	She like uses red veil
87	D22/L5	She is a very teacher kind	Misord	Adj phrase (premodifier)	She is a kind teacher
88	D22/L6	She give advice good to the students	Misord	Adj phrase (premodifier)	She give good advices to the students
89	D23/L1	she name is intan	Misfo	Determiner (premodifier)	Her name is Intan
90	D23/L1	She is__kind friend	Omiss	Determiner (premodifier)	She is kind friend
91	D23/L2	She is student smart in class	Misord	Adj phrase (premodifier)	She is a smart students in the class
92	D23/L4	She will help friend is not understand with the lesson	Omiss	Clause (post modifier)	She will help her friend who they not understand with the lesson
93	D24/L3	she has black hair and brown eye	Omiss	Noun (head on NP)	She has black hair and brown eyes
94	D24/L5	She always help me in my need	Omiss	Clause (post modifier)	She always help when I need
95	D24/L7	maya favorite food is sate	Misord	Adj phrase (premodifier)	Maya's favorite food is sate
96	D25/L2	she has eyes is black	Misord	Adj phrase (premodifier)	She has black eyes
97	D25/L3	She has skin is brown.	Misord	Adj phrase (premodifier)	She has brown skin
98	D25/L6	When studnts make	Omiss	Determiner	When studnts

		noise, She give the good advice to__ student		(premodifier)	make a noise, She give the good advice to the student
99	D26/L2	She eye__ is brown	Omiss	Noun (head on NP)	Her eyes is brown
100	D26/L4	She always teach__ kindness to others	Omiss	Determiner (premodifier)	She always teach a kindness to others
101	D26/L6	I love my mother the best.	Misord	Adj phrase (premodifier)	I love my best mother
102	D27/L2	My father is__ handsome boy	Omiss	Determiner (premodifier)	My father is a handsome boy
103	D27/L2	He name is Agus	Misfo	Determiner (premodifier)	His name is Agus
104	D27/L4	He is__ good father	Omiss	Determiner (premodifier)	He is a good father
105	D27/L5	He never angry with I	Misfo	Determiner (premodifier)	He never angry to me
106	D27/L5	he hobby is reading newspaper.	Misfo	Determiner (premodifier)	his hobby is reading newspaper.
107	D27/L5	He knows the hot news every day.	Omiss	Noun (head on NP)	He knows the hot news every day.
108	D28/L2	He has skin white	Misord	Adj phrase (premodifier)	He has white skin
109	D28/L3	He has hair black and eyes big	Misord	Adj phrase (premodifier)	He has black hair and big eyes
110	D28/L4	He often crying is hungry	Omiss	Clause (post modifier)	He often crying when he hungry
111	D28/L3	Sometimes he crying because my mother go	Misfo	Determiner (premodifier)	Sometimes he crying because our mother go
112	D29/L1	I have__ English teacher	Omiss	Determiner (premodifier)	I have an English teacher
113	D29/L3	She is__ good teacher	Omiss	Determiner (premodifier)	She is a good teacher
114	D29/L5	She always sing__ song in the class after study	Omiss	Determiner (premodifier)	She always sing a song in the class after study
115	D30/L4	He is smart, friendly, and a father honest	Misord	Adj phrase (premodifier)	He is smart, friendly, and a honest father.
116	D30/L6	He never angry to he child.	Misfo	Determiner (premodifier)	He never angry his child
117	D30/L7	He has many book	Omiss	Noun (head on NP)	He has many books
118	D30/L8	All of my sister and I love my	Omiss	Noun (head on NP)	All of my sisters and I love my

		father			father
119	D31/L1	I call he blacky because he color dog is black	Misfo	Determiner (premodifier)	I call its blacky because its color is black
120	D31/L2	Blacky is__ smart animal	Omiss	Determiner (premodifier)	Blacky is a smart animal
121	D31/L3	It will hold to people not know with me.	omiss	Clause (post modifier)	It will hold to people who I don't know.
122	D31/L	Every morning blacky run around__ house.	Omiss	Determiner (premodifier)	Every morning blacky run around the house.
123	D31/L	blacky will eat all of the food that I give to him	Omiss	Noun (head on NP)	blacky will eat all of the foods that I give to him
124	D31/L	blacky plays with the other dog	Omiss	Noun (head on NP)	Blacky plays with the other dogs
125	D32/L1	My have friend	Misfo	Determiner (premodifier)	I have a friend
126	D32/L1	Dodo my have house big	Misord	Adj phrase (premodifier)	Dodo have a big house
127	D32/L3	So many is said house as boulding white	Misord	Adj phrase (premodifier)	So many said that as white building
128	D32/L3	In the house have eight bathroom, four bathroom, and two living room	Omiss	Noun (head on NP)	In the house have eight bathrooms, four bathrooms, and two living rooms
129	D32/L5	Then house also have garden big	Misord	Adj phrase (premodifier)	Then the house also have a big garden
130	D32/L6	So__ house look beautiful, clean, and pretty.	Omiss	Article (premodifier)	So the house look beautiful, clean, and pretty.
131	D32/L6	The garden also many flower is color	Omiss	cluase	Then garden also have many flowers which colorful
132	D33/L1	I will introduce __house	Omiss	Determiner (premodifier)	I will introduce my house
133	D33/L2	I have house big	Misord	Adj phrase (premodifier)	I have a big house
134	D33/L2	The piple said building white	Misord	Adj phrase (premodifier)	The people said that like white building.
135	D33/L5	In back__ house to be found....	Omiss	Determiner (premodifier)	In the back house to be found...
136	D33/L6	And around__ house to a	Omiss	Determiner (premodifier)	And around the house to a

137	D33/L7	And flower that full color	Misord	Noun (head on NP)	And the flowers is colorful.
138	D33/L8	My very love house I	Misord	Adj phrase (premodifier)	I very love my house
139	D34/L1	He name is....	Misfo	Determiner (premodifier)	His name is....
140	D34/L2	So many said is.....	Misfo	Determiner (premodifier))	So many said that...
141	D34/L4	In the house have eight bathroom, four bathroom, and two living room	Omiss	Noun (head on NP)	In the house have eight bathrooms, four bathrooms, and two living rooms
142	D35/L1	I have__pet animal.	Omiss	Determiner (premodifier)	I have a pet animal.
143	D35/L1	The color have black and white.	Misord	Adj phrase (premodifier)	It has black and white color
144	D35/L2	Every morning, I give it__milk and bread to dog	Omiss	Noun (head on NP)	Every morning, I give it a glass of milk and some of breads to the dog
145	D35/L3	It make__dog be strong and healthy	Omiss	Determiner (premodifier)	It make the dog be strong and healthy
146	D36/L1	My father is __handsome boy	Omiss	Determiner (premodifier)	My father is a handsome boy
147	D36/L3	He found many fish in he go to fishing	Misfo	Clause (post modifier)	He found many fish when he go to fishing
148	D36/L3	He found many fish	Omiss	Noun (head on NP)	He found many fishes
149	D37/L1	I will introduce__ house	Omiss	Determiner (premodifier)	I will introduce my house.
150	D37/L2	I have house big	Misord	Adj phrase (premodifier)	I have a big house
152	D37/L2	The people said building white dad	Misord	Adj phrase (premodifier)	The people said that white building
153	D37/L6	And the flower that full color	Misord	Adj phrase (premodifier)	And the colorful flower
154	D37/L7	my very love house I	Misord	Adj phrase (premodifier)	I love my house very...
155	D38/L1	She have eyes small.	Misord	Adj phrase (premodifier)	She has small eyes
156	D38/L3	She is kind, pretty, smart and__ good teacher.	Omiss	Determiner (premodifier)	She is kind, pretty, smart and a good teacher.
157	D38/L4	she is teacher is I like		Clause (post modifier)	She is a teacher who I like

158	D39/L2	I have__ big house	Omiss	Determiner (premodifier)	I have a big house
159	D39/L5	In the house have eight bathroom , four bathroom , and two living room	Omiss	Noun (head on NP)	In the house have eight bathrooms, four bathrooms, and two living rooms
160	D39/L6 and__ big dining room	Omiss	Determiner (premodifier) and a big dinning room
161	D39/L8	And around__house	Omiss	Determiner (premodifier)	And around thehouse
162	D39/L8	...have garden many flower and flower that full color.	Omiss	Clause (post modifier)	Have a garden which is colorful flowers.
163	D39/L10	I very love my house	Misord	Adj phrase (premodifier)	I love my house very....
164	D40/L2	My mother love her family	Omiss	Noun (head on NP)	My mother loves her family
165	D40/L3	She is good chef.	Omiss	Determiner (premodifier)	She is a good chef
166	D40/L4	I loved food made by mother	Omiss	Clause (post modifier)	I love foods who my mother made
167	D41/L1	it name <i>cat</i> is "meo"	Add	Noun (head on NP)	It name is "meo"
168	D41/L2	He is an adorable cat and He has body fat.		Determiner (premodifier)	it is an adorable cat and it has body fat.
169	D41/L4	My cat is different with the other animal.	Omiss	Noun (head on NP)	My cat is different with the other animals
170	D41/L4	He likes to run in every place in my house	Omiss	Noun (head on NP)	He likes to run in every places in my house
171	D41/L5	My cat sleeps in the sofa in tired	Omiss	Clause (post modifier)	My cat sleeps in the sofa when it tired
172	D42/L1	He has skin black	Misord	Adj phrase (premodifier)	He has black skin
173	D42/L2	He has hair black and eyes big.	Misord	Adj phrase (premodifier)	He has black hair and big eyes.
174	D42/L3	He is__ kind boy	Omiss	Determiner (premodifier)	He is a kind boy
175	D42/L4	He is a player foot ball	Misord	Adj phrase (premodifier)	He is football palyer
176	D42/L5	He is the man I love after father.	Omiss	Clause (post modifier)	He is the man who I love after my father.
177	D43/L2	So many said	Misord	Adj phrase	So many said that

		building white		(premodifier)	white building
178	D43/L3	In house there are eight bad room	Omiss	Noun (head on NP)	In house there are eight bad rooms
179	D43/L5	Then house also say__ big garden and one swimming pool	Omiss	Determiner (premodifier)	The house have a big garden and one swimming pool
180	D44/L1	She name is Fatimah	Misfor	Determiner (premodifier)	her name is Fatimah
181	D44/L3	She is__ kind mother in my life.	Omiss	Determiner (premodifier)	She is a kind mother in my life
182	D44/L6	She is always smile to me and two my sister.	Omiss	Noun (head on NP)	She is always smiles to me and two my sisters.
183	D45/L1	I__ have pet animal	Omiss	Determiner (premodifier)	I have a pet animal
184	D45/L1	He is dog	Omiss	Determiner (premodifier))	He is a dog
185	D45/L2	He has fur brown	Misord	Adj phrase (premodifier)	It has brown fur
186	D45/L3	Every morning I give my dog milk	Omiss	Noun (head on NP)	Every morning I give my dog a glass of milk
187	D45/L5	My dog sweat and animal kind	Misord	Adj phrase (premodifier)	My dog sweat and kind animal.

Where:

Omiss =omission

Add =Addition

Misfo =Misformation

Misord =Misordering

Table Classification of Grammatical Errors on Noun Phrase Found in Students' Descriptive Text Made by the Seventh Grade Students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 Academic Year

A. Table of Grammatical Errors of Head on Noun Phrase

No	Code	Kinds of NP errors	Types of Error	Types of English NP	Correct
1	D1/L3	She wear glasees	Omission	Bare NP(Head NP)	She wears glasses
2	D1/L6	The cake is cake bolu	Misordering	Noun (head on NP)	The cake is bolu cake
3	D1/L8	She often <i>wearing</i> blouse red	Addition	Bare NP(Head NP)	She wears red blouse
4	D2/L4	In the house there are eight bedroom	Omission	Noun (head of NP)	In the house there are eight bedrooms
5	D3/L5	In the house there are 5 bathroom	Omission	Head on NP	In the house there are five bathrooms
6	D4/L4	Hello friend___,	Omission	Noun (head of NP)	hello friends...
7	D5/L1	Hello friend___,	Omission	Noun (head of NP)	hello friends...
8	D6/L1	His name__ dodo	Omission	(head on NP)	His name is Dodo
9	D6/L2	So that many said that.....	Omission	Noun (head on NP)	So many people said that
10	D6/L3	In the house have eight bedroom	Omission	Noun (head on NP)	In the house have eight bedrooms
11	D7/L6	In the house there is eight bad rooms	Omission	noun(head on NP)	in the house there are eight bad rooms
12	D12/L4	Eight bathroom and two visitor room	Omission	Noun (head on NP)	Eight bathrooms and two visitor rooms
13	D13/L8	The garden also many flower	Omission	Noun (head on NP)	The garden also have many flowers
14	D18/L2	My mom love her family	Omission	Noun (head on noun phrase)	My mom loves her family
15	D24/L3	she has black hair and brown eye	Omission	Noun (head on NP)	She has black hair and brown eyes

16	D26/L2	She eye is brown	Omission	Noun (head on NP)	Her eyes is brown
17	D27/L4	He know the hot news every day.	Omission	Noun (head on NP)	He knows the hot news every day.
18	D30/L5	He has many book	Omission	Noun (head on NP)	He has many books
19	D30/L5	All of my sister and I love my father	Omission	Noun (head on NP)	All of my sisters and I love my father
20	D31/L	blacky will eat all of the food that I give to him	Omission	Noun (head on NP)	blacky will eat all of the foods that I give to him
21	D31/L	blacky plays with the other dog	Omission	Noun (head on NP)	Blacky plays with the other dogs
22	D32/L3	In the house have eight <i>bathroom</i> , four <i>bathroom</i> , and two <i>i</i>	Omission	Noun (head on NP)	In the house have eight bathrooms, four bathrooms, and two living rooms
23	D33/L7	And flower that full color	Misordering	Noun (head on NP)	And the flowers is colorful.
24	D34/L4	In the house have eight bathroom , four bathroom , and two living room	Omission	Noun (head on NP)	In the house have eight bathrooms, four bathrooms, and two living rooms
25	D35/L2	Every morning, I give it milk and bread to dog	Omission	Noun (head on NP)	Every morning, I give it a glass of milk and some of breads to the dog
26	D36/L3	He found many fish	Omission	Noun (head on NP)	He found many fishes
27	D39/L5	In the house have eight bathroom , four bathroom , and two living room	Omission	Noun (head on NP)	In the house have eight bathrooms, four bathrooms, and two living rooms
28	D40/L2	My mother love her family	Omission	Noun (head on NP)	My mother loves her family
29	D41/L1	it name cat is "meo"	Addition	Noun (head on NP)	It name is "meo"
30	D41/L4	My cat is different	Omission	Noun	My cat is different

		with the other animal.		(head on NP)	with the other animals
31	D41/L4	He likes to run in every place in my house	Omission	Noun (head on NP)	He likes to run in every places in my house
32	D43/L3	In house there are eight bad room	Omission	Noun (head on NP)	In house there are eight bad rooms
33	D44/L6	She is always smile to me and two my sister.	Omission	Noun (head on NP)	She is always smiles to me and both of my sisters.
34	D45/L3	Every morning I give my dog milk	Omission	Noun (head on NP)	Every morning I give my dog a glass of milk

B. Table of Grammatical Errors on Determiner (article and pronoun) in Pre-Modifier of Noun Phrase

No	Code	Kinds of NP errors	Types of Error	Types of English NP	Correct
1	D1/L1	I will introduce Me mother	Misformati on	Determiner (premodifier)	My mother
2	D1/L2	<i>She</i> name is Tina	Misformati on	Determiner (premodifier)	Her name is Tina
3	D1/L5	Sometimes my mother make__ cake	Omission	Determiner (premodifier)	Sometimes my mother make a cake
4	D2/L3	The people said that	Misformati on	Determiner (premodifier)	Many people said that
5	D2/L7	And around__house has.....	Omission	Determiner (premodifier)	And around the house has.....
6	D3/L1	I have___ big house	Omission	Determiner (premodifier)	I have a big house
7	D3/L3	People often said__ my house.....	Omission	Determiner (premodifier)	People often said that my house.....
8	D3/L6	... there are swimming pool	Omission	Determiner (premodifier)	There is a swimming pool
9	D6/L4	Afterwards, he house also have big garden	Misformati on	Determiner (premodifier)	Afterwards, his house
10	D7/L3	Person said that I house that	Misformati on	Determiner (premodifier)	Person said my house that.....
11	D7/L10	Behind___ house there is a swimming pool	Omission	Determiner (premodifier)	Behind the house there is a swimming pool
12	D7/L12	In around__house have garden	Omission "the and a"	Determiner (premodifier)	In around the house have a garden
13	D8/L7	In the back house there are clean and beautifull	Omission	Determiner (premodifier)	In the back house there is a clean and

		swimming pool			beautifull swimming pool
14	D9/L1	I have friend mai name Dodo	Omission	Determiner (premodifier)	I have a friend, his name is Dodo
15	D9/11	<i>I</i> have___ friend mai name Dodo	Omission	Determiner (premodifier)	I have a friend.....
16	D10/11	I have to best friend	Misformati on	Determiner (premodifier)	I have a best friend
17	D10/L5	So he house be seen beautiful	Misformati on	Determiner (premodifier)	So his house be seen beautiful
18	D12/L1	I am is introduce___ house	Addition	Determiner (premodifier)	I will introduce my house
19	D12/L5	Beside___ house pool swimming	Omission	Determiner (premodifier)	Beside the house there is a swimming pool
20	D12/L7	And I love__ house	Omission	Determiner (premodifier)	And I my love house
21	D13/L2	Dodo have a house. Color is white.	Omission	Determiner (premodifier)	Dodo have a house. The color is white.
22	D14/L1	My have friend name joko	Misformati on	Determiner (premodifier)	I have a friend. His name is Joko
23	D14/L5	Then__house also have garden big	Omission	Determiner (premodifier)	Then the house also have big garden
24	D15/L1	I have friend. This name is.....	Misformati on	Determiner (premodifier)	I have a friend. His name is.....
25	D16/L1	<i>I</i> have__bestfriend	Omission	Determiner (premodifier)	I have a best friend
26	D16/L1	She name is yuli	Misformati on	Determiner (premodifier)	Her name is Yuli
27	D16/L2	She hobby is singing	Misformati on	Determiner (premodifier)	Her hobby is singing
28	D17/L1	My mother is__ very beautiful woman	Omission	Determiner (premodifier)	My mother is a very beautiful woman
29	D17/L1	She tall is about 165 cm and <i>she weight</i> is about 55 kg.	Misformati on	Determiner (premodifier)	her tall is about 165 cm and her weight is about 55 kg.
30	D17/L5	I think she body is proportional pretty	Misformati on	Determiner (premodifier)	I think her body is proportional pretty
31	D18/L3	She is___ good chef	Omission	Determiner (premodifier)	She is a good chef
32	D18/L3	She is very smart to make__tasty food	Omission	Determiner (premodifier)	She is very smart to make a tasty food
33	D19/L1	I have the cat in my house	Misformati on	Determiner (premodifier)	I have a cat in my house
34	D19/L2	He is an adorable cat, <i>I</i> cat is cute	Misformati on	Determiner (premodifier)	it is an adorable cat, my cat is cute
35	D19/L3	He has body fat	Misformati	Determiner	His body is fat.

			on	(premodifier)	
36	D19/L5	He likes to run around__ house	Omission	Determiner (premodifier)	He likes to run around the house
37	D20/L1	He have color is brown	Misformati on	Determiner (premodifier)	Its color is brown
38	D21/L1	My mother is__ simple woman.	Omission	Determiner (premodifier)	My mother is a simple woman.
39	D21/L2	She profession is teacher	Misformati on	Determiner (premodifier)	Her profession is teacher
40	D23/L1	she name is intan	Misformati on	Determiner (premodifier)	Her name is Intan
41	D23/L1	She is__ kind friend	Omission	Determiner (premodifier)	She is kind friend
42	D25/L6	When studnts make__noise, She give the good advice __tudent	Omission	Determiner (premodifier)	When studnts make a noise, She give the good advice to the student
43	D26/L5	She always teach kindness to others	Omission	Determiner (premodifier)	She always teach a kindness to others
44	D27/L2	My father is handsome boy	Omission	Determiner (premodifier)	My father is a handsome boy
45	D27/L2	He name is Agus	Misformati on	Determiner (premodifier)	His name is Agus
46	D27/L4	He is__ good father	Omission	Determiner (premodifier)	He is a good father
47	D27/L5	He never angry with I	Misformati on	Determiner (premodifier)	He never angry to me
48	D27/L5	he hobby is reading newspaper.	Misformati on	Determiner (premodifier)	his hobby is reading newspaper.
49	D28/L3	Sometimes he crying because my mother go	Misformati on	Determiner (premodifier)	Sometimes he crying because our mother go
50	D29/L1	I have__ English teacher	Omission	Determiner (premodifier)	I have an English teacher
51	D29/L3	She is__ good teacher	Omission	Determiner (premodifier)	She is a good teacher
52	D29/L5	She always <i>sing song</i> in the class after study	Omission	Determiner (premodifier)	She always sing a song in the class after study
53	D30/L3	He never angry to he child.	Misformati on	Determiner (premodifier)	He never angry his child
54	D31/L1	I call he blacky because he color dog is black	Misformati on	Determiner (premodifier)	I call its blacky because its color is black
55	D31/L2	Blacky is__smart animal	Omission	Determiner (premodifier)	Blacky is a smart animal
56	D32/L1	My have friend	Misformati on	Determiner (premodifier)	I have a friend
57	D32/L6	So__ house look	Omission	Determiner	So the house look

		beautiful, clean, and pretty.		(premodifier)	beautiful, clean, and pretty.
58	D33/L1	I will introduce__ house	Omission	Determiner (premodifier)	I will introduce my house
59	D33/L5	In__back house to be found....	Omission	Determiner (premodifier)	In the back house to be found...
60	D33/L6	And around__ house to a	Omission	Determiner (premodifier)	And around the house to a
61	D34/L1	He name is....	Misformati on	Determiner (premodifier)	His name is....
62	D34/L2	So many said is	Misformati on	Determiner (premodifier)	So many said that...
63	D35/L1	I have__ pet animal.	Omission	Determiner (premodifier)	I have a pet animal.
64	D35/L3	It make__ dog be strong and healthy	Omission	Determiner (premodifier)	It make the dog be strong and healthy
65	D36/L1	My father is__ handsome boy	Omission	Determiner (premodifier)	My father is a handsome boy
66	D37/L1	I will introduce__ house	Omission	Determiner (premodifier)	I will introduce my house.
67	D38/L3	She is kind, pretty, smart and__ good teacher.	Omission	Determiner (premodifier)	She is kind, pretty, smart and a good teacher.
68	D39/L2	I have big house	Omission	Determiner (premodifier)	I have a big house
69	D39/L6 and__ big dining room	Omission	Determiner (premodifier) and a big dinning room
70	D39/L8	And around__ house	Omission	Determiner (premodifier)	And around thehouse
71	D40/L3	She is__ good chef.	Omission	Determiner (premodifier)	She is a good chef
72	D41/L2	He is an adorable cat and He has body fat.	Misformati on	Determiner (premodifier)	it is an adorable cat and it has body fat.
73	D42/L3	He is__kind boy	Omission	Determiner (premodifier)	He is a kind boy
74	D43/L5	Then house also say big garden and one swimming pool	Omission	Determiner (premodifier)	The house have a big garden and one swimming pool
75	D44/L1	<i>She name</i> is Fatimah	Misformati on	Determiner (premodifier)	her name is Fatimah
76	D44/L5	She is __kind mother in my life.	Omission	Determiner (premodifier)	She is a kind mother in my life
77	D45/L1	I have__ pet animal	Omission	Determiner (premodifier)	I have a pet animal
78	D45/L1	He is__ dog	Omission	Determiner (premodifier)	He is a dog

C. Table of Grammatical Errors on Adjective Phrase in Pre-Modifier of Noun Phrase

No	Code	Kinds of NP errors	Types of Error	Types of English NP	Correct
1	D1/L2	She has hair long	Misordering	Adjective (pre-modifier)	She has Long hair
2	D1/L3	She has nose pointed	Misordering	Adjective (pre-modifier)	She has pointed nose
3	D1/L6	The color favorite mother is red	Misordering	Adjective (pre-modifier)	My mother s' favorite color is red
4	D1/L8	She often wearing blouse red	Misordering	Adjective (pre-modifier)	She wears red blouse
5	D5/L6	There are swimming pool beautiful	Misordering	Adj phrase (pre-modifier)	There is beautiful swimming pool
6	D5/L9	I very love my house	misordering	Adj phrase (pre-modifier)	I love my house very much
7	D6/L3	many said that building white	Misordering	Adj phrase (pre-modifier)	Many people said that white building
8	D7/L3	Person said that I house that building white	Misordering	Adj phrase (pre-modifier)	Person said my house that a white building
9	D7/L8	One dining room the big	Misordering	Adj phrase (pre-modifier)	One big dining room
10	D8/L9	And the flower full color	Misordering	Adj phrase (pre-modifier)	And the flower is colorful
11	D9/L1	Dodo have house big	Misordering	Adj phrase (pre-modifier)	Dodo have a big house
12	D11/L5	Behind my house there is swimming pool very nice and clean	Misordering	Adj phrase (pre-modifier)	Behind my house there is a nice and clean swimming pool
13	D12/L3	Person often said house mention white building	Addition	Adj Phrase (pre-modifier)	Many people said that house is white building
14	D12/L5	Beside house pool swimming	Omission	Adj phrase (pre-modifier)	Beside the house there is a swimming pool
15	D14/L1	Joko have <i>house big</i>	Misordering	Adj phrase (pre-modifier)	Joko have a big house
16	D14/L5	Then house also have garden big	Misordering	Adj phrase (pre-modifier)	Then the house also have big garden
17	D15/L6	Look like <i>house beautiful</i>	Misordering	Adj phrase (pre-modifier)	Look like beautiful house
18	D16/L3	She like using <i>red veil</i>	Misordering	Adj phrase (pre-modifier)	She likes veil red
19	D17/L2	She has hair black and hair curly.	Misordering	Adj phrase (pre-modifier)	She has black hair and curly hair
20	D17/L3	she eyes is brown like my eyes.	Misordering	Adj phrase (pre-modifier)	She has brown eyes like my eyes
21	D18/L	My mother is the	Misordering	Adj phrase	My mother is a good

	1	mother good in the world	ring	(premodifier)	mother in the world
22	D19/L 4	He is animal active	Omission	Adj phrase (premodifier)	He is an active animal
23	D20/L 2	He also has tail long	Misordering	Adj phrase (premodifier)	He also has long tail
24	D21/L 2	My mother is a woman kind	Misordering	Adj phrase (premodifier)	My mother is kind woman
25	D21/L 4	my mother is a teacher discipline	Misordering	Adj phrase (premodifier)	my mother is a discipline teacher
26	D22/L 1	I have teacher is beautiful	Misordering	Adj phrase (premodifier)	I have a beautiful teacher
27	D22/L 2	she like <i>using veil red.</i>	Misordering	Adj phrase (premodifier)	She like uses red veil
28	D22/L 5	She is a <i>very teacher kind</i>	Misordering	Adj phrase (premodifier)	She is a kind teacher
29	D22/L 6	She give advice good to the students	Misordering	Adj phrase (premodifier)	She give good advices to the students
30	D23/L 2	She is student smart in class	Misordering	Adj phrase (premodifier)	She is a smart students in the class
31	D24/L 7	<i>maya food favorite is sate</i>	misordering	Adj phrase (premodifier)	Maya's favorite food is sate
32	D25/L 2	<i>she has eyes is black</i>	misordering	Adj phrase (premodifier)	She has black eyes
33	D25/3	She has skin is brown.	misordering	Adj phrase (premodifier)	She has brown skin
34	D26/L 6	I love my mother the best.	misordering	Adj phrase (premodifier)	I love my best mother
35	D28/L 21	He has skin white	Misordering	Adj phrase (premodifier)	He has white skin
36	D28/L 3	He has hair black and eyes big	Misordering	Adj phrase (premodifier)	He has black hair and big eyes
37	D30/L 2	He is smart, friendly, and a father honest	Misordering	Adj phrase (premodifier)	He is smart, friendly, and a honest father.
38	D32/L 1	Dodo my have house big	Misordering	Adj phrase (premodifier)	Dodo have a big house
39	D32/L 3	So many is said house as boulding white	Misordering	Adj phrase (premodifier)	So many said that as white building
40	D32/L 5	Then house also have garden big	Misordering	Adj phrase (premodifier)	Then the house also have a big garden
41	D33/L 2	I have house big	Misordering	Adj phrase (premodifier)	I have a big house
42	D33/L 2	The piple said building white	Misordering	Adj phrase (premodifier)	The people said that like white building.

43	D33/L8	My very love house I	Misordring	Adj phrase (premodifier)	I very love my house
44	D35/L1	The color have black and white.	Misordring	Adj phrase (premodifier)	It has black and white color
45	D37/L2	I have house big	Misordring	Adj phrase (premodifier)	I have a big house
46	D37/L2	The people said building white dad	Misordring	Adj phrase (premodifier)	The people said that white building
47	D37/L6	And the flower that full color	Misordring	Adj phrase (premodifier)	And the colorful flower
48	D37/L7	my very love house I	Misordring	Adj phrase (premodifier)	I love my house very...
49	D38/L1	She have eyes small.	Misordring	Adj phrase (premodifier)	She has small eyes
50	D39/L10	I very love my house	Misordring	Adj phrase (premodifier)	I love my house very....
51	D42/L1	He has skin black	Misordring	Adj phrase (premodifier)	He has black skin
52	D42/L2	He has hair black and eyes big.	Misordring	Adj phrase (premodifier)	He has black hair and big eyes.
53	D42/L4	He is a player foot ball	Misordring	Adj phrase (premodifier)	He is football palyer
54	D35/L1	The color have black and white.	Misordring	Adj phrase (premodifier)	It has black and white color
55	D37/L2	I have house big	Misordring	Adj phrase (premodifier)	I have a big house
56	D43/L2	So many said building white	Misordring	Adj phrase (premodifier)	So many said that white building
57	D45/L2	He has fur brown	Misordring	Adj phrase (premodifier)	It has brown fur
58	D45/L5	My dog sweat and animal kind	Misordring	Adj phrase (premodifier)	My dog sweat and kind animal.

D. Table of Grammatical Errors on Clause in Post-Modifier of Noun Phrase

No	Code	Kinds of NP errors	Types of Error	Types of English NP	Correct
1	D4/L9	In around house have garden many flowers	Omission	Clause (post-modifier)	In around the house have a garden which many flowers
2	D7/L12	In around house have garden that full flower	Omission	Clause (post modifier)	In around the house have a garden which is full of many flowers
3	D10/L6	Garden also ful many flower that colour	Omission	Clause (post-modifier)	The garden have many flowers which colorful
4	D12/L2	I have big house color	Omission	clause	I have a big house

		white		(Post modifier)	which white color
5	D15/L8	Garden full many flower is color		Clause (post modifier)	The garden have many flower which is colorful
6	D18/L4	I loved food made by mother	Omission	Clause (post modifier)	I loved food which mother made
7	D23/L4	She will help friend is not understand with the lesson	Omission	Clause (post modifier)	She will help her friend who they not understand with the lesson
8	D24/L5	She always help me in my need	Omission	Clause (post modifier)	She always help when I need
9	D28/L4	He often crying is hungry	Omission	Clause (post modifier)	He often crying when he hungry
10	D31/L3	It will hold to people not know with me.	Omission	Clause (post modifier)	It will hold to people who I don't know.
11	D32/L6	The garden also many flower is color	Omission	Clause (post modifier)	The garden also have many flower which colorful
12	D36/L3	He found many fish in he go to fishing	Misformation	Clause (post modifier)	He found many fish when he go to fishing
13	D38/L4	she is teacher is I like	Omission	Clause (post modifier)	She is a teacher whom I like
14	D39/L8	...have garden many flower and flower that full color.	Omission	Clause (post modifier)	Have a garden which is colorful flowers.
15	D40/L4	I loved food made by mother	Omission	Clause (post modifier)	I love foods who my mother made
16	D41/L5	My cat sleeps in the sofa in tired	Omission	Clause (post modifier)	My cat sleeps in the sofa when it tired
17	D42/L5	He is the man I love after father.	Omission	Clause (post modifier)	He is the man who I love after my father.

Appendix 3: Students' Descriptive Texts

my name is Amir Amir Amir Amir
 I have a friend (his) name is John
 John's house is big house colour is white
 so many is four house is white kitchen
and four bed rooms four bathrooms
and two living rooms then John has two
big gardens and one swimming pool in back
(his) house is very big and pretty also garden
is very big house is white

my name is Amir Amir Amir Amir
 I have a friend name (his) name is John
 colour white and many is similar house is
big white in house house (big) bed rooms
four bed rooms and two living rooms then house
also has (big) and one swimming pool
so house is very big and pretty also garden
is very big house is white

Fajri Maulana

11/11/2023

I have a friend (his name is Dada) Dada has a big house. Color is white. So many say the house is white building. In the house there are eight bedrooms, four bathrooms, and two living rooms. There is also a big garden and one swimming pool. So the house looks beautiful, clean, and looks nice. The garden is also very green.

11/11/2023

Date: _____
Page: _____

Nama : Rakhia Nurhidayah
Kelas : XI

Halo teman, nama saya Dada. Saya ingin memperkenalkan rumah saya, yang merupakan rumah besar yang bernama Putih. Rumah saya sangat megah dan luas. Ada 8 kamar tidur, 4 kamar mandi, 2 ruang tamu, dan 1 ruang makan yang besar. Di belakang rumah ada sebuah kolam renang yang sangat indah dan bersih. Sedangkan di depan rumah ada taman yang sangat indah dan hijau. Di samping rumah ada juga kolam renang yang sangat indah dan bersih. Dan juga ada kolam renang yang sangat indah dan bersih. Dan juga ada kolam renang yang sangat indah dan bersih.

Halo Friend, his name is Dada. I am introducing his house. I have big house. Colour is white. There are eight bedrooms, four bathrooms, and two living rooms. There is also a big garden and one swimming pool. So the house looks beautiful and clean and looks nice. The garden is also very green.

NO. _____
DATE: _____

D24

me : ~~Abhi~~
IAS : (V)

I have a best friend - her name is Maya. She
kind friend - she has oval face. she has
hair and (brown eye). she is smart student
class. she is the winner in the class. she
helps me in my need. She not a friend
my - she will help friend is not understand
in the lesson. (Maya food favorite is Saute
like white color. she often wears
white blouse in play with me.

D17

NO. _____
DATE: _____

Topic: ~~My mother~~ describe

My mom

My mother is very beautiful woman. She is about
on and (she weight) is what as kg. she has hair curly
her pointed nose. (the eyes) is brown like my eyes
mother has light brown skin. My mother not fat.
think (the body) is proportional pretty.

Name is : Riyadi
 Hi

Hi
 Hello friend my name is chika. I want introduce
 my house. I have his house in the colour is white
 the people often visit my house is white building
 in the house there are eight bedroom five bathroom
two living room and a big dining room. in the
 back house there are swimming pool beautiful
 and clean and around house have garden
 many flowers and flower is tall colour
 I ~~love~~ very love my house

~~My teacher~~

Yes

8. My teacher ~~is~~

I have a teacher is beautiful. she is not to
 bit not short, she like using red veil (she her
 eyes is black). (she shag skin is brown).
 My teacher often smile. her smile is beauty.
 She is a very kind teacher. She never anger
 to the students. When students (make noise)
 she give a good advice to student. I love
 My teacher.

08/08/2020
VII I


Halo Teman, Nama saya Chika, Saya ingin memperkenalkan rumah saya. Saya mempunyai rumah besar yang berwarna putih. Orang sering mengatakan rumah saya itu dengan seluruh gedung putih. Di dalam rumah ada 2 kamar tidur, 1 kamar mandi, 2 ruang tamu, dan 1 ruang makan yang besar. Di belakang rumah ada sebuah kolam renang yang sangat indah dan bersih. Sedangkan disekeliling rumah ditanami oleh tanaman yang penuh bunga, dan bunga itu penuh warna-warni. Saya sangat mencintai rumah saya.

Jawab: HNR
(Hello friend) My name is Chika, I wish introduce my house (I have big house, the color is white. My house The people said that white building in the house there are 2 bedroom, 1 bathroom, 2 living room, and 1 a big dining room, in the back house there are swimming pool there are clean and beautiful swimming pool. And around house have the garden many flower. And please And the flower full colour. I love very my house is much

Rasyid Amri

mother
Hello friends, I will introduce my mother (she name is Ima, she has long hair, she is thin, she has black glasses, she has white pointed shoes, she likes cooking, she often make snacks every morning sometimes my mother (make cake), the cake is cake like it is delicious, the colour parents, mother is red, she often wearing house red, she is so beautiful, great, and kind

Appendix 4: Recommendation" Letter



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
BATUSANGKAR**

J. Sudirman No.157, Kuburaja Lima Kaum Batusangkar 27213, Telp. (0732) 71150, Ext. 133, Fax. (0732) 71879
http://www.stainbatusangkar.ac.id e-mail: p3m.stainbatusangkar@gmail.com

Batusangkar, 19 Januari 2016

Nomor : St.02/IX/TL.00/11-C/2016
 Lampiran : 1 (satu) eksemplar
 Hal : *Mohon Penerbitan Surat Izin Penelitian*

Kepada Yth.
 Bupati Agama
 Cq. Kepala Kantor Pelayanan Terpadu Kabupaten Agam
 di
 Lubuk Basung

Assalamu'alaikum Wr. Wb.
 Dengan hormat,
 Dengan ini disampaikan kepada Bapak/Ibu bahwa Mahasiswa yang namanya tersebut di bawah ini:

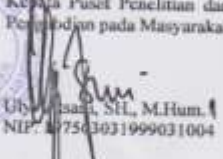
Nama / NIM	: Delna Rentika / 11104004
Tempat, Tanggal Lahir	: Parambahan, 08 Oktober 1992
NoKTP	: 1304044810920004
Jurusan	: Tarbiyah
Prodi	: Tadris Bahasa Inggris
Alamat	: Jorong Kulu Batusangkar Nagari Parambahan Kecamatan Lima Kaum Kabupaten Tanah Datar

akan melakukan pengumpulan data untuk proses Penulisan Laporan Hasil penelitiannya sebagai berikut:

Judul	: <i>Grammatical Errors On Noun Phrase Found in Students' Texts (A Study of the Seventh Grade Students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 Academic Year)</i>
Lokasi	: MTsN Kamang
Waktu	: 20 Januari s.d 20 Maret 2016
Dosen Pembimbing I	: Dr. Suswati Hendriani, M.Pd., M.Pd.
Dosen Pembimbing II	: Rahmawati, M.Pd.

Untuk itu, diharapkan kiranya Bapak/Ibu berkenan menerbitkan surat izin penelitian dalam rangka pelaksanaan penelitian mahasiswa yang bersangkutan.

Demikian disampaikan, atas bantuannya diucapkan terimakasih.


 a.n. Ketua,
 Kepala Pusat Penelitian dan
 Pembinaan pada Masyarakat
 Ulfah Masri, S.T., M.Hum.
 NIP. 17503031999031004

Terselasa disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Peringgal



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI KAMANG
KABUPATEN AGAM
 TELP.(0752) 7445166 – KODE POS : 26153

SURAT KETERANGAN

Nomor : Mts.03.6.13/ KP.01.2/ 04/0/2016

Berdasarkan surat dari Kantor Camat Kamang Magek Nomor : B.072/03/IP/KM/1-2016 tanggal 21 Januari 2016 tentang izin pelaksanaan Penelitian / Observasi. Kepala Madrasah Tsanawiyah Negeri (MTsN) Kamang Kabupaten Agam menerangkan :

Nama : **DELNA RANTIKA**
 NIM : 11104004
 Jurusan / Prog. Studi : **TARBIYAH/ TADRIS BAHASA INGGRIS**
 Judul Penelitian : **Grammatical Errors On Noun Phrase Found in Student's Descriptive Texts (A Study of the Seventh Grade Students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 Academic Year)**
 Alamat : **Jorong Kubu Batanduk Nagari Pirambahan Kecamatan Lima Kaum Kabupaten Tanah Datar.**

Bahwa nama yang tersebut diatas telah selesai melakukan penelitian di MTsN Kamang Kabupaten Agam pada tanggal 20 Januari s/d 05 Februari 2016 dengan judul penelitian "*Grammatical Errors On Noun Phrase Found in Student's Descriptive Texts (A Study of the Seventh Grade Students of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 Academic Year)*".

Demikianlah surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Kamang, 22 Februari 2016
 Kepala MTsN Kamang
 Kab. Agam


Dr. ABEL TASMAN, S.Pd
 NIP. 19590207 198403 1 002



**PEMERINTAH KABUPATEN AGAM
KECAMATAN KAMANG MAGEK**

Alamat Kantor: Kamang Hilir Phone. 0752 444268 Kode Pos. 26153

REKOMENDASI

Nomor: B.072/03/IP/KM/I-2016

TENTANG

IZIN PELAKSANAAN PENELITIAN / OBSERVASI

Kami Camat Kamang Magek, setelah mempelajari Surat dari Sekolah Tinggi Agama Islam Negeri Batu Sangkar Nomor: Sti.02/IX/TL.00/III.c/2016, Tentang Izin Penelitian dan Observasi, dengan ini Menyatakan tidak keberatan atas maksud melaksanakan Penelitian / Observasi tersebut, yang dilakukan oleh :

Nama	: Daina Rantika/
Tempat / Tgl Lahir	: Parambahan, 08-10-1992
Pekerjaan	: Mahasiswa,
Alamat	: Jorong Kubu Batanduak Nagari Parambahan Kecamatan Ura Kaum Kab. Bausangkar
NIK	: 1304044810920004
Judul Penelitian	: <i>Grammatical Error On Noun Phase Found in Studets' Texts/ Of Th esewenth Grade Students Of MTsN Kamang Kecamatan Kamang Magek in 2014/2015 Academic Year</i>
Lokasi Penelitian	: MTsN Kamang
Waktu Mulai	: 20 Januari s.d 20 Maret 2016

Dengan Ketentuan Sebagai Berikut :

1. Tidak Boleh menyimpang dari kerangka serta tujuan kedatangan.
2. Memberitahukan kedatangan serta maksud Pengambilan Data yang akan dilaksanakan dengan menunjukkan surat-surat keterangan yang berhubungan dengan itu, serta melaporkan diri sebelum meninggalkan daerah/wilayah penelitiannya kepada pemerintah setempat.
3. Mematuhi semua peraturan yang berlaku dengan menghormati adat dan kebiasaan pada masyarakat setempat.
4. Mengirimkan Laporan hasil penelitian sebanyak 1 (Satu) eksemplar, masing-masing untuk Bupati agam cq. Kantor Kesbang Linmas Kabupaten Agam dan Camat/Instansi yang bersangkutan.
5. Bila mana terjadi penyimpangan/pelanggaran terhadap ketentuan tersebut di atas maka surat keterangan ini dicabut kembali.

Demikianlah surat keterangan izin Pengambilan Data ini diberikan kepada yang bersangkutan untuk dapat digunakan oleh yang berkepentingan dimana perlu.

Kamang Hilir, 21 Januari 2016

An/BUPATI AGAM

Up. Kasi Pelayanan Umum & Pendapatan

Dra. Dar Asmayenti

NIP. 19670529 199303 2 002