ERROR ON THE USE OF NOUN PHRASE MADE BY THE ELEVENTH GRADE OF MADRASAH ALIYAH BONTOMARANNU

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ARTICLE INFO	ABSTRACT
	This thesis study aimed at (1) To find out the students' mistakes from English noun phrases using pre modifiers in writing English texts made by eleventh grade students? (2) To find out students' mistakes from English noun phrases using the post modifier in writing English texts made by eleventh grade students? The research design a descriptive quantitative method, in which it used writing test. The result of the data that the researcher got the most types of error in noun phrase using pre-modifier and post-modifier in disordering made by the students in using noun phrase. The result of the analysis indicated that there are two part the student made error for the first is using pre-modifier in determiner is 66 errors or 66%, in adjective 9 errors or 9%, in Quantifier 1 error or 1%. The second is using post-modifier in adjective, 14 errors or 14%, in To-Infinitive 1 error or 1% and the last is prepositional phrase with 10 errors or 10%. This mean that there was high level error in noun phrase using pre-modifier and post-modifier at Madrasah Aliyah Bontomarannu. Keywords: Error analysis, Noun Phrase, Writing skills. *This is an open access article under the CC BY-SA license.*

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INTRODUCTION

Language is used for various purposes and has many functions. Each language has a dissimilar structure and rules. For example, English is the first language learned from kindergarten to university. Which in English has its own form that distinguishes it from other languages. There are four skills that students must mastered in learning English, namely listening, speaking, reading and writing. Besides that, four parts support these four abilities.

Among them are pronunciation, spelling, vocabulary and structure. Some of the student's problems are errors in using noun phrases in the English text.

Based on the previous research by Rezita et al. (2017). They analyze the types of errors and dominant mistakes that occur. They used writing tests and object phrase error classifications are used to find the types of errors and find the type of dominant error in using object phrases in descriptive text. They used quantitative method as a method of the research. Moreover, they used random sampling to choose the sample. The result of test is the biggest mistake is the error of the pre-modifier. The similarity between their research and this research is both of them focused on error on the use noun phrase. Their research finds the types of errors but this research finds the errors. Their research and this research is both of them using the quantitative method. Furthermore, their research used written task as a technique of research. The difference of their research and this research is their research taken samples randomly while this research uses purposive sampling.

From her journals, the researcher can conclude that there is an error in writing English noun phrases using modifiers and pre modifiers. The researcher wants to conduct research at Madrasah Aliyah Bontomarannu because most students have a low level of interest in English. Besides that, the distance from home to schools is very close. So it can more easily to control the students. Therefore, the researcher wants to examine whether Eleventh Grade students of Madrasah Aliyah Bontomarannu also have errors using modifiers and pre modifiers in writing English noun phrases.

On the background above, the researcher formulate the research question is What are the students' errors of English noun phrase using pre-modifier in English text made by the eleventh grade students ?. On the Problem Statement above, the objective of the research is to find out the students' errors of English noun phrases using pre-modifier in English text made by the eleventh grade students. In this research, the researchers analyzed the types of errors using the pre-modifier consisting of the use of adjectives and adverbs which is the researchers focus on omission and addition of English noun phrases in English text.

RESEARCH METHOD

The researcher describes Error on the use of noun phrase through a framework. The framework tells how about noun phrase who analyze the error. The error analyze are the Pre-modifier and Post-modifier sections which consist of omission and addition, then based on the error analysis data the researcher will find the students' errors in using noun phrases in the modifier and pre-modifier.

This research used the Descriptive quantitative method to know what are the students' errors of English noun phrases using pre-modifier and post-modifier in English text. The setting of this research was the Eleventh Grade Students of Madrasah Aliyah Bontomarannu, which there are two classes of IPA with the total of subject, was 33 students. The subject of

this research used purposive sampling. This technique was used for sampling in limited trials. Adjusted for choosing the class XI IPA 1 which consist of 16 students because the teacher says they have high quality. In this research, the researcher used writing test. In the writing test the students arranged sentences of words that had been randomized by the researcher. That contains a noun phrase in the sentences. To collect the data, the researcher used writing test as the technique of the data collection. The researcher gives one day for the students working the test at their home. For the writing test, the research asked the students to arrange the sentences of words that had been randomized. The students must arrange a sentence of ten questions in which there are noun phrase.

The data analysis technique was done to describe the data by classifying one sentence at a time. The first data was related to the results of the preparation of sentences of words that had been randomized by the researcher. The writing test was used to find out what the students made of English noun phrases using modifiers and pre-modifiers in a sentence. The writing test was used to answer questions about what errors in the noun phrases in the sentence. The analysis of writing test derived from Corder's (1967) method on error analysis. This method had three step are:

1. Identifying of errors
2. Classification of errors
3. Explanation of errors
   The formula as follow:

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

Note:

P = Proportion

f = The total number of subjects made error

N = Total number of the subjects

RESULT AND DISCUSSION
Identification of Error

The data of this research was the students' English text that was produced by XI MIA 1 of Madrasah Aliyah Bontomarannu. That English text who have been randomized by the researcher, then the students answer the question which consist of 10 questions and the researcher gave the students 1 day to collected their assignment. After answer the question, then the students gave their assignment to the researcher at that time.

Those sentences then would be identified whether it contained error or not. The first step is identifying errors was underlined the error word or sentence by the types of error: Misordering. Errors found in the students' answer were very complicated. They were different in their type. Those errors also came from different student.

In Pre-Modifier was identified determiner, adjective and Quantifier. For the first is the determiner part with 66 errors or 66%, for example: <u>That has been used</u> motorcycle sold by Ron. The second is Adjective with 9 errors or 9%. For example, <u>Blue eyes are wide</u> his truly delightful. The third is the quantifier with 1 error or 1%. For example, <u>I pen need</u> three to write down.

In Post-Modifier was identified Adjective, To-Infinitive and Prepositional Phrase. The first is adjective with 13 errors or 13%. For example, this is sustenance <u>taste awful terribly.</u> The second is to Infinitive with 1 error or 1%. For example, My Family will move <u>to</u> <u>manado</u> the living house near. The last is prepositional phrase with 10 errors or 10%. For example, a dog is playing in <u>the pool swimming.</u>

Error Classification

The data described in this finding was taken from the students' used noun phrase (Pre-Modifier & Post Modifier) result of class XI. The frequency and percentage of errors was presented in order to ease readers understand the data. The researcher gives the students some questions in the test. The test consists of 10 numbers, focused on directing the students to arrange the sentences who had been random by the researcher. The researcher classification of errors in disordering based on the Pre-Modifier & Post-Modifier in Noun Phrase

Table 2. Error classification and percentages in Missordering Error

No.	Error Classification	Frequency of Errors	Percentages of Errors
1.	Determiner (PRE)	66	66%
2.	Adjective (PRE)	9	9 %
3.	Quantifier (PRE)	1	1%
4.	Adjective (POST)	13	13%
5.	To- Infinitive (POST)	1	1%
6.	Prepositional Phrase	10	10%
	Total	**100**	**100 %**

Explanation of errors

The researcher was described the types of error consisted misordering criteria In the some question in the test :

1) Pre-Modifier

a) Determiner

✓ <u>My dad</u> was purchased the house that was exceptionally is pricey (Wrong Answer)

<u>The house</u> that was purchased by my dad is exceptionally pricey (Correction)

✓ <u>That has been used</u> motorcycle sold by Ron (Wrong Answer)

<u>That used motorcycle</u> has been sold by Ron (Correction)

✓ <u>The living family</u> my house near will move to Manado (Wrong Answer)

<u>The family living</u> near my house will move to Manado (Correction)

✓ <u>My mother invited the girl</u> is Mary (Wrong Answer)

<u>The girl invited my mother</u> is Mary (Correction)

b) <u>Adjective</u>

⮚ <u>Blue eyes are wide</u> his truly delightful (Wrong Answer)

<u>His blue wide eyes</u> are truly delightful (Correction)

c) Quantifier

⮚ <u>I pen need</u> three to write down (Wrong Answer)

I need <u>three pen</u> to write down (Correction)

2) Post-Modifier

a) Adjective

⮚ This is sustenance <u>taste awful terribly</u> (Wrong answer)

This sustenance taste <u>is terribly awful (Correction)</u>

b) <u>To-Infinitive</u>

⮚ My Family will move <u>to manado</u> the living house near (Wrong answer)

The Family living near my house <u>will move to manado</u> (Correction)

c) Prepositional Phrase

⮚ A dog is playing in <u>the pool swimming</u> (Wrong answer)

A dog is playing <u>in the swimming pool</u> (Correction)

From the result, the researcher found the average of students errors were 100%. The students' in made the minimum errors to Infinitive with 1 errors and maximum errors were made by the students in determiner with 66 errors.

Error are the result of interference in the learning of a second language from the habits of the first language. In learning target language, the learner usually interferes between their knowledge about the native and target language so that it can cause errors in using the target language.

The researcher collecting the data from students' writing assignments, errors were identified and classified based on the type of noun phrase error, namely disordering. After classifying the error type, the frequency is determined

After classifying the error the researcher concluded that errors like this might be caused by transfers between languages. In this way, the first language in using the target language determines the students. This happens to exotic learners when they learn a second language

or a foreign language. The different systems of the two languages make learning complicated and induce student errors in language learning.

On the discussion above, in this way the students experience confusion and do not conceive the fabric of noun phrases. Furthermore, the results of this study are useful for further research in using noun phrases from other classes and schools to find out over legal data about the mistakes made by students. Based on the analyzed data, the student error rate was highest in the use of the pre-modifier with 75% compared to the post-modifier with 25% error. And in the pre-modifiers there is a determiner with 66% which has the highest error rate while in the post-modifiers the highest is the adjective with an error of 14%.

CONCLUSION

Based on the data that the researcher got the most types of error in noun phrase using pre-modifier and post-modifier in disordering made by the students in using noun phrase. The result of the analysis indicated that the student made 76 or 76% errors in pre-modifier and in post-modifier the researcher found 24 0r 24% errors.

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