



## Noun Phrase Errors Made by Students in SMAN 1 Rupert

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### Abstract

This study aimed to find out the noun phrase errors and the dominant element errors, including determiner, pre-modifier, head, and post-modifier. This study's population consisted of students in grade eleven at SMAN I, Rupert Utara. The sample was taken using the purposive random sampling technique. In this study, 60 students were used as samples. The researcher used quantitative research. Then, the data were collected by a grammar test. The result of this research was that most students made errors in using noun phrase. There were 59 students made errors in determiner with 410 errors or 28,4%. The errors of pre-modifier were found in 60 students, with 603 errors or 40,2%. The errors of head was found in 52 students with 154 errors or 9,1%. The errors of post-modifier were found in 53 students with 117 errors or 39%. In conclusion, most of all students made noun phrase errors in determiner, pre-modifier, head, and post-modifier, with the dominant element error was pre-modifier with 40,2%.

### Keywords:

*Noun phrase , analysis , error analysis, noun phrase errors*

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## INTRODUCTION

According to Sioco & Vera (2018), grammar is one of the fundamentals of languages to send clearer messages, as the way a language combines words and express certain kinds of meaning. Grammar is a fundamental aspect of writing. It reflects the meaning, genre and discourse of the writing. It is also a product that reflects the content and meaning of the text. For second language learners, it can sometimes seem very difficult. Grammar and writing rules are developed to help readers understand the information.

Writing and grammar are inseparable as grammar rules are one of the aspects that learners need to consider before writing anything. Mastering grammar is essential in writing; it can help students create good sentences. Swan (1998: 19), cited in (Khairunisa, A., Nadrun, 2018), says; that grammar is the rule that says how words are changed to show different meanings and combined into sentences. This means that grammar is a means of forming different meanings from the terms used to construct a sentence in a text. With good grammar in a language, learners can convey their ideas, messages, and feelings to listeners or readers. A language without

grammar will be disorganized and cause problems in communication, such as grammatical errors in the text. Therefore, learners must know the grammar system of the language with which they can communicate with others to convey the message correctly.

In the learning process, the teacher should give learning from its basics, and one of the basics of writing is phrases. Writing consists of sentences, and phrases. Whether those phrases are noun phrases, verb phrases, adjective phrases, adverb phrases, or preposition phrases, it is crucial to learn about them.

According to Crystal (1992) in (Sharhan, 2018), a phrase is a structural element that usually contains more than one word but lacks the subject-predicate structure generally found in clauses. A phrase is a combination of words. A noun phrase is one of the main phrases students in senior high school should learn because they should understand noun phrases to create an excellent descriptive text or study English text in the textbook.

According to Hinkel (2004), a noun phrase comprises some nouns, among which the first noun or two functions as an adjective to depict the main noun or head. That is, a noun phrase is a group of words with a noun or pronoun as a head which can be accompanied by a word to describe the head, which is called a modifier, determiner, and/or complement.

As it was known, language learning, like any other learning process, involved making errors. In language teaching and learning, the study of learners' errors (Error Analysis) is a technique for identifying, describing, and systematically explaining the error in learning English, especially when they try to arrange sentences or use phrases especially noun phrases, in their writing. That can be influenced by the first language, which is different from the second language.

According to J. Richard et al., (2002), an error is the use of a word, speech act or grammatical items in such a way that it seems imperfect and significant of an incomplete learning. Noun phrase error means an error in writing a noun phrase. In writing a noun phrase, there are three errors; head error, pre modifier error, and post modifier error.

Dealing with the case, the writer conducted a preliminary study on September 10th, 2021 at SMAN 1 Rupert Utara. The writer has done an interview with an English teacher in the eleventh grade of SMAN 1 Rupert Utara. The result of the interview shows that there are many mistakes in students' writing, namely: the structure and grammar, and linguistics structure.

Based on the previous research, for the first research conducted by Noviartri (2018) she analyse the students' grammatical errors in using noun phrases in descriptive text. The second research conducted by Ferdiansyah (2020) he also analyses noun phrase errors in writing descriptive text. The third research conducted by Resky (2020), he analyses student's noun phrase errors in writing descriptive text. This research focus on analyzing students' error in using pre-modifier and post-modifier. The fourth research conducted by Syafriadin, Syafutri & Sofyan (2022) they analyses noun phrase errors in students' undergraduate thesis.

Based on those explanations, the researcher concludes that most students struggle to learn English, especially noun phrases. The students in SMAN 1 Rupert Utara use English-Malay language, same as like Malaysian people because Rupert

Utara very near with Malaysia. By using those language makes the students at SMAN 1 Rupert Utara different with students in other areas. So, the writer interest to the errors of using noun phrases by the eleventh-grade students of SMAN 1 Rupert Utara in Academic Year 2022/2023.

## METHOD

This research used a quantitative research design. The population of this research was students' eleventh grade in SMAN 1 Rupert Utara academic year 2022/2023. Eleven grades consisted of 4 classes that were 117 students totally. The sampling technique of this research was used purposive random sampling technique. The researcher took the sample of 50% from the population. So, the total samples were 60 students. The researcher took the data of students' noun phrase errors by using a grammar test. There were 25 questions for the test. The students were given 60 minutes to finish the test. The instrument was validated by one of English lecturer in English Department of Universitas Negeri Padang. Reliability testing that was used was rater reliability. In this research, the rater was an English teacher of SMAN 1 Rupert Utara. To answer research question 1, the researcher signed the errors by giving circle the noun phrase errors on students' test. After that, the researcher input each element of noun phrase errors into the table. After inputting the errors, the researcher count the percentage of noun phrase errors each student. After counting the percentage, the researcher input the result into the table.

$$X_i\% = \frac{X_i \text{ Frequency}}{\text{Total noun phrase presence}_i} \times 100\%$$

**Figure 3.1 Formula of percentage**

$X_i$  : individual element of noun phrase errors

To answer research question 2, the researcher counted the average percentage of each element. After that, the researcher input the result into the table and concluded that the highest percentage was the dominant element errors that made by students.

$$Xe\% = \frac{\sum X_i}{\sum i}$$

$Xe$  : Element of noun phrase errors

$\sum X_i$  : Total of individual percentage errors

$\sum i$  : Total of individual

**Figure 1.2 Formula of average percentage**

## RESULTS AND DISCUSSION

The findings of this research were from grammar test analysis, which had been validated by an English teacher from SMAN 1 Rupert Utara as the result validator.

The data for this research were noun phrase errors made by students in SMAN 1 Rupert Utara

**Research Finding**

The findings of this research were noun phrase errors made by students in SMAN 1 Rupert Utara. There were 60 students who participated in this research. The finding below shows (1) the frequency and percentage of students' noun phrase errors, including errors of determiner, pre-modifier, head, and post-modifier, and (2) the percentage of noun phrase errors of each element. The data for this research was taken from a grammar test. Students' noun phrase errors can be seen in the table below. Following data collection, the researcher entered the information into a Microsoft Excel table and calculated the frequency of each element of noun phrase errors.

| NO | Students   | Determiner |       | Pre-Modifier |     | Head |       | Post-Modifier |     |
|----|------------|------------|-------|--------------|-----|------|-------|---------------|-----|
|    |            | F          | %     | F            | %   | F    | %     | F             | %   |
| 1  | student 1  | 9          | 37,5% | 14           | 56% | 2    | 7,1%  | 1             | 20% |
| 2  | student 2  | 10         | 41,6% | 14           | 56% | 1    | 3,5%  | 3             | 60% |
| 3  | student 3  | 1          | 4,1%  | 5            | 20% | 1    | 3,5%  | 2             | 40% |
| 4  | student 4  | 11         | 45,8% | 16           | 64% | 7    | 25%   | 3             | 60% |
| 5  | student 5  | 9          | 37,5% | 14           | 56% | 2    | 7,1%  | 2             | 40% |
| 6  | student 6  | 4          | 16,6% | 5            | 20% | 3    | 10,7% | 1             | 20% |
| 7  | student 7  | 3          | 12,5% | 9            | 36% | 1    | 3,5%  | 0             | 0%  |
| 8  | student 8  | 9          | 37,5% | 16           | 64% | 3    | 10,7% | 2             | 40% |
| 9  | student 9  | 9          | 37,5% | 18           | 72% | 2    | 7,1%  | 4             | 80% |
| 10 | student 10 | 11         | 45,8% | 15           | 60% | 5    | 17,8% | 2             | 40% |
| 11 | student 11 | 4          | 16,6% | 7            | 28% | 2    | 7,1%  | 1             | 20% |
| 12 | student 12 | 7          | 29,1% | 5            | 20% | 2    | 7,1%  | 1             | 20% |
| 13 | student 13 | 4          | 16,6% | 8            | 32% | 3    | 10,7% | 2             | 40% |
| 14 | student 14 | 3          | 12,5% | 8            | 32% | 2    | 7,1%  | 1             | 20% |
| 15 | student 15 | 7          | 29,1% | 5            | 20% | 1    | 3,5%  | 1             | 20% |
| 16 | student 16 | 5          | 20,8% | 6            | 24% | 1    | 3,5%  | 1             | 20% |
| 17 | student 17 | 5          | 20,8% | 6            | 24% | 1    | 3,5%  | 1             | 20% |
| 18 | student 18 | 9          | 37,5% | 10           | 40% | 4    | 14,2% | 0             | 0%  |
| 19 | student 19 | 13         | 54,1% | 13           | 52% | 5    | 17,8% | 1             | 20% |
| 20 | student 20 | 4          | 16,6% | 9            | 36% | 5    | 17,8% | 0             | 0%  |
| 21 | student 21 | 4          | 16,6% | 8            | 32% | 3    | 10,7% | 1             | 20% |
| 22 | student 22 | 4          | 16,6% | 8            | 32% | 0    | 0%    | 1             | 20% |
| 23 | student 23 | 11         | 45,8% | 16           | 64% | 7    | 25%   | 2             | 40% |
| 24 | student 24 | 10         | 41,6% | 13           | 52% | 1    | 3,5%  | 1             | 20% |
| 25 | student 25 | 7          | 29,1% | 13           | 52% | 2    | 7,1%  | 2             | 40% |
| 26 | student 26 | 4          | 16,6% | 8            | 32% | 3    | 10,7% | 0             | 0%  |
| 27 | student 27 | 2          | 8,3%  | 8            | 32% | 1    | 3,5%  | 1             | 20% |

|    |            |     |       |     |       |     |       |     |      |
|----|------------|-----|-------|-----|-------|-----|-------|-----|------|
| 28 | student 28 | 4   | 16,6% | 8   | 32%   | 0   | 0%    | 1   | 20%  |
| 29 | student 29 | 13  | 54,1% | 15  | 60%   | 5   | 17,8% | 3   | 60%  |
| 30 | student 30 | 6   | 25%   | 13  | 52%   | 3   | 10,7% | 1   | 20%  |
| 31 | student 31 | 14  | 58,3% | 14  | 56%   | 3   | 10,7% | 5   | 100% |
| 32 | student 32 | 1   | 4,1%  | 7   | 28%   | 1   | 3,5%  | 0   | 0%   |
| 33 | student 33 | 10  | 41,6% | 16  | 64%   | 5   | 17,8% | 4   | 80%  |
| 34 | student 34 | 13  | 54,1% | 17  | 68%   | 1   | 3,5%  | 2   | 40%  |
| 35 | student 35 | 0   | 0%    | 6   | 24%   | 1   | 3,5%  | 4   | 80%  |
| 36 | student 36 | 9   | 37,5% | 16  | 64%   | 6   | 21,4% | 4   | 80%  |
| 37 | student 37 | 2   | 8,3%  | 6   | 24%   | 0   | 0%    | 0   | 0%   |
| 38 | student 38 | 15  | 62,5% | 13  | 52%   | 5   | 17,8% | 3   | 60%  |
| 39 | student 39 | 1   | 4,1%  | 8   | 32%   | 1   | 3,5%  | 1   | 20%  |
| 40 | student 40 | 8   | 33,3% | 6   | 24%   | 1   | 3,5%  | 2   | 40%  |
| 41 | student 41 | 7   | 29,1% | 17  | 68%   | 6   | 21,4% | 5   | 100% |
| 42 | student 42 | 9   | 37,5% | 13  | 52%   | 3   | 10,7% | 4   | 80%  |
| 43 | student 43 | 1   | 4,1%  | 5   | 20%   | 0   | 0%    | 3   | 60%  |
| 44 | student 44 | 1   | 4,1%  | 6   | 24%   | 0   | 0%    | 0   | 0%   |
| 45 | student 45 | 8   | 33,3% | 14  | 56%   | 4   | 14,2% | 5   | 100% |
| 46 | student 46 | 13  | 54,1% | 15  | 60%   | 10  | 35,7% | 5   | 100% |
| 47 | student 47 | 7   | 29,1% | 9   | 36%   | 4   | 14,2% | 3   | 60%  |
| 48 | student 48 | 2   | 8,3%  | 6   | 24%   | 0   | 0%    | 2   | 40%  |
| 49 | student 49 | 6   | 25%   | 6   | 24%   | 1   | 3,5%  | 2   | 40%  |
| 50 | student 50 | 7   | 29,1% | 6   | 24%   | 1   | 3,5%  | 2   | 40%  |
| 51 | student 51 | 9   | 37,5% | 9   | 36%   | 3   | 10,7% | 1   | 20%  |
| 52 | student 52 | 7   | 29,1% | 5   | 20%   | 2   | 7,1%  | 2   | 40%  |
| 53 | student 53 | 3   | 12,5% | 5   | 20%   | 0   | 0%    | 1   | 20%  |
| 54 | student 54 | 8   | 33,3% | 10  | 40%   | 2   | 7,1%  | 2   | 40%  |
| 55 | student 55 | 12  | 50%   | 13  | 52%   | 2   | 7,1%  | 3   | 60%  |
| 56 | student 56 | 7   | 29,1% | 10  | 40%   | 0   | 0%    | 2   | 40%  |
| 57 | student 57 | 10  | 41,6% | 10  | 40%   | 4   | 14,2% | 1   | 20%  |
| 58 | student 58 | 3   | 12,5% | 8   | 32%   | 4   | 14,2% | 2   | 40%  |
| 59 | student 59 | 7   | 29,1% | 5   | 20%   | 1   | 3,5%  | 2   | 40%  |
| 60 | student 60 | 8   | 33,3% | 9   | 36%   | 5   | 17,8% | 3   | 60%  |
|    | Total      | 410 | 28,4% | 603 | 40,2% | 154 | 9,1%  | 117 | 39%  |

**Table 1 Percentage of students' noun phrase errors**

From the table above, it can be seen that students in SMAN 1 Rupert Utara made errors in using noun phrase. Most of all students made errors in determiner, pre-modifier, head, and post-modifier. The highest errors in determiner were produced by student 38 with 15 errors (62,5%), and the lowest errors were produced by student 35 with 0 errors (0%). The highest errors in pre-modifier produced by student 9 with 18 errors (72%) and the lowest errors produced by student 3, student 6, student 12,

student 15, student 43, student 52, student 53, student 59 with 5 errors (20%). The highest errors in head produced by student 46 with 10 errors (35,7%). The lowest errors produced by student 22, student 28, student 37, student 43, student 44, student 48, student 53, student 56 with 0 errors (0%). The highest errors in post-modifier produced by student 31, student 41, student 45, student 46 with 5 errors (100%). The lowest errors were produced by student 7, student 18, student 20, student 26, student 32, student 37, student 44 with 0 errors (0%).

### **Discussion**

Based on the result of data analysis, it can conclude that the students in SMAN 1 Rupert Utara produced noun phrase errors in the four elements. The errors made by students were determiner, pre-modifier, head, and post-modifier. The highest percentage was in pre-modifier with 40.2% errors, followed by post-modifier with 39% errors, then followed by determiner with 28.4% errors and lastly head with 9.1%.

Based on determiner errors, there were 59 students who produced errors. Students produced errors in determiner when they use article and personal. Some students didn't put the article before the noun, and some students put the article and personal together before the noun. This result clarifies previous findings and support previous research by Greenbaum (1996) in terms of determiner errors done by the students, this research got result with 39% total cases. Almost similarly, the study conducted by Resky (2020) had the result determiner errors with 66% total cases.

Based on pre-modifier errors, 60 students produced errors. Some students made errors in put the pre-modifier. They put the adjective after the head, not before the head. This result clarifies previous finding and support previous research by Greenbaum (1996) in terms of pre-modifier errors done by the students, this research got result with 40,2% total cases. Almost similarly, the study conducted by Ferdiansyah (2020) and Novianti (2018) had the result of pre-modifier error with 53,85% and 45,45% total cases. In addition, syafriadin, syafutri & sofyan (2022) had the result of pre-modifier errors with 39,2% made by UPI students and 35,4% made by Unib students.

Based on head errors, there were 52 students produced errors with 9,1%. Some students made errors in using head; some of them write an adjective as the head of a noun phrase, and some of them write personal as the head of a noun phrase. This result clarifies previous finding and support previous research by Greenbaum (1996) in terms of head errors done by the students, this research got result with 9,1% total cases. Almost similarly, the study conducted by Ferdiansyah (2020) and Novianti (2018) had the result of head error with 41,02% and 50,80% total cases. In addition, syafriadin, syafutri & sofyan (2022) had the result of head errors with 54,9%% made by UPI students and 60% made by Unib students, which is more than twice as much as this research result.

Based on post-modifier errors, there were 53 students produced errors with 39%. Students made errors in using prepositional phrases. Some students placed the preposition before the head, while others did not place any preposition after the head. This result clarifies previous finding and support previous research by Greenbaum (1996) in terms of post-modifier errors done by the students, this research got result

with 39% total cases. Almost similarly, the study conducted by Ferdiansyah (2020) and Novianti (2018) had the result of post-modifier error with 3,74% and 5,13% total cases. In addition, syafriadin, syafutri & sofyar (2022) had the result of post-modifier errors with 5,9% made by UPI students and 4,6% made by Unib students, which is lower than this research result

In this research, the researcher found that students made errors in using determiner (28.4%), pre-modifier (40.2%), head (9.1%) and post-modifier (39%). The highest error is in using pre-modifier with 40.2%.

## CONCLUSION

Based on the data presented in the previous chapter, it is concluded that the most of all students made noun phrase errors. The elements that students produced in their errors were determiner, pre-modifier, head, and post-modifier. Determiner errors were discovered in 59 students with 410 errors or 28.4% total cases. The errors of the pre-modifier were found in 60 students with 603 errors or 40.2% total cases. Head errors were discovered in 52 students with 154 errors or 9.1% total cases. The errors of the post-modifier were found in 53 students with 117 errors or 39% total cases.

The highest error was the pre-modifier errors at 40,2% total cases followed by post-modifier errors with 39% total cases, determiner errors with 28,4% total cases, and head errors with 9,1% total cases. So, students in SMAN 1 Rupert Utara produced noun phrase errors in using determiner, pre-modifier, head, and post-modifier, with the most common element error was pre-modifier.

Based on the presentation of research findings, the researcher would like to propose some suggestions that will be useful for both students and English teachers. For the students, they should become more aware of their noun phrase errors, and they should learn more about noun phrase. For the English teachers, they should pay more attention to students' errors, and they can modify the learning material to have easier noun phrase explanations for the students.

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