ERROR ANALYSIS IN PRE-NOUN MODIFIERS
IN THE ENGLISH DEPARTMENT STUDENTS' DESCRIPTIVE
WRITINGS

A THESIS

As a Partial Fulfillment of the Requirement

for the Sarjana Pendidikan Degree in

Faculty of Teacher Training and Education
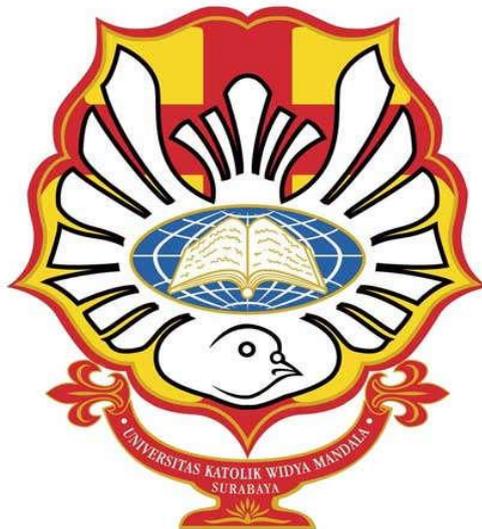
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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

WIDYA MANDALA CATHOLIC UNIVERSITY

SURABAYA

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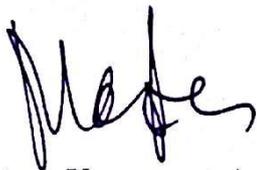
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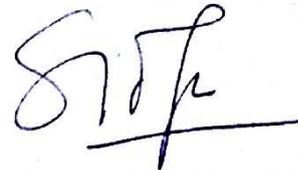
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The writer

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ABSTRACT

Lyendo, Irene Diandra. 2017. *Error Analysis in Pre-Noun Modifiers in the English Department Students' Descriptive Writings*. S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2017.

Advisor: Dra. Susana Teopilus, M.Pd.

Key Terms: error, mistake, error analysis, noun modifiers, descriptive writing

The aims of this study were to find out the types of pre-noun modifiers used by the students and to find out the errors from those types of pre-noun modifiers in the students' descriptive writings. The subjects of this research were the English Department students and there were 45 subjects in total.

For analyzing the data, the writer firstly read the students' descriptive writing and listed all the types of pre-noun modifiers used by the students. Then, the writer collected the errors from those types of pre-noun modifiers. After that, the writer counted the percentages of each type of pre-noun modifiers used by the students and also counted the percentage of each type of the errors. The writer also asked the help from triangulators to evaluate the result.

The findings indicate that *articles* was the pre-noun modifier mostly used by the students and there were 40.36% of the total pre-noun modifiers used. Then, it was followed by *adjectives* (18.95%), *quantifiers* (11.35%), *possessives adjectives* (11.10%), *nouns* (10.14%), *demonstrative adjectives* (3.35%), *numbers* (3.18%), *participles* (1.25%), and *gerunds* (0.32%). Moreover, it was found that there were 223 errors of pre-noun modifiers made by the students and there were four types of errors; they are Omission, Addition, Misformation, and Misordering. The highest type of errors was Omission with the total of 115 (51.57%) errors of the total numbers of the errors in pre-noun modifiers. Then, it is followed by Misformation (29.15%), Addition (17.49%), and the lowest type of errors was Misordering (1.79%).

All the errors made by the students were caused by interlingual and intralingual transfer. Therefore it is important for the lecturers of the Structure to treat their students' errors and teach the correct grammatical rules of pre-noun modifiers in the students' descriptive writings.