CHAPTER I

INTRODUCTION

In this chapter, the writer reviews the background of the study, the statements of the problem, the objective of the study, the theoretical framework, the significance of the study, the assumption, the limitation and scope, the definition of key terms, and the organization of the study.

1.1 Background of the Problem

As one of the international languages, English is used for broad communication. It is used in many fields and many places. English is like a bridge that connects people from many different countries. Therefore, English is important to be learned. In learning English, there are four skills: Listening, Reading, Speaking, and Writing; and three language components: Vocabulary, Grammar, and Pronunciation; that should be learned and are expected to be mastered. If we can master both skills and language components, we can easily communicate with people from different countries. The communication itself takes place in spoken and written form.

Both types of communication, spoken and written forms are important and universal. However, the spoken form is different from the written one. In the written form, more complex requirements such as a well-structured sentence and correct grammar is needed while the spoken one is less structured and it is okay if we do not use the correct grammar. Those requirements of writing give an understanding to people who read, about an idea that a writer wants to deliver.

At an English education study program at the university level, writing is one of the subjects that are taught to the students. Writing subjects are given in several semesters and the students are expected to have good writing skill. However, learning writing is not as easy as it looks. From the four skills that English has, writing is considered as the hardest skill to be mastered. Nacira (2010) also states that Writing is highly complex and difficult to master even for natives. In writing, the competency of grammar is needed. Grammar is the structural foundation and it helps people to understand the meaning and the effectiveness of communication, to detect ambiguity, and to exploit the richness of expressions available in English (Crystal, 2004).

In every semester of learning writing, the students learn about many kinds of English text types and one of them is descriptive text. In descriptive writing, noun modifiers are highly needed. To make a good descriptive writing, students need to use a lot of noun modifiers to give clear description. The use of noun modifiers will help the students in describing something effectively.

There are many types of noun modifiers namely as articles, pronoun, adjectives, numbers, gerund, and many more. In fact, according to Hornby (1954) noun modifiers are divided into three categories: *adjectives, determinatives,* and *adjective equivalents*. Then, each category has its own types of modifiers. Those categories of noun modifiers, stated by Hornby (1954), are used to modify nouns. The noun modifiers itself consist of pre-modifiers and post-modifiers.

Based on the writer's experience, there are many errors of noun modifiers made by the students. In this research, the writer is interested to find out how the

pre-noun modifiers used by the students. Therefore, the aims of this study are to find out the types of pre-noun modifiers used by the English Department students and to find out the types of errors in pre-noun modifiers in their descriptive writings.

1.2 Statement of the Problem

Based on the background above, the research questions are formulated as follows:

1. What types of pre-noun modifiers are found in English Department students' descriptive writing?

2. What types of errors in pre-noun modifiers are made by the students in their descriptive writings?

1.3 Objectives of the Study

The objectives of this study are:

1. To find out the types of pre-noun modifiers in English Department students' descriptive writing.

2. To find out the types of errors in pre-noun modifiers made by the students in their descriptive writings.

1.4 Theoretical framework

The first theory used in this study is error analysis. Error is different from mistake. According to Brown (2000), errors happen because of the lack of competence and knowledge of the learners while mistakes happen because the learners fail to perform their competence. Error analysis is a tool to observe, to analyze and to classify the errors made by learners (Brown, 2000). From the

theory of error analysis, the writer uses the method to deal with the data. There are also the sources of the errors. According to Brown (2000) errors happen because of several possible causes such as, interlingual transfer, intralingual transfer and context of learning. In addition, Richards (1971) as cited in Ellis (1994) distinguishes the source of errors into: inteference errors, intralingual errors, and developmental errors. Dulay, Burt, and Krashen (1982) classifies the types of the errors into four: linguistic category, surface strategy, comparative analysis, and communicative effects.

Another theory used in this study is the theory of noun modifiers. Everything that modifies a noun is called noun modifiers. There are two types of noun modifiers, they are pre-modifiers and post-modifiers. For modifying the noun, Hornby (1954) divides the modifiers into three categories: *adjectives*, *determinative*, and *adjective equivalent*.

The last theory which is used in this study is the theory of descriptive writings. Descriptive writing is a writing that creates a clear and vivid impression of the topic, and translates your experience of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch (Anker, 2010).

1.5 Significance of the Study

The results of this study are expected to be helpful in giving an understanding about pre-noun modifiers and a feedback to the lecturers, especially for the lecturers of structure so that they know that there are students who are still facing problems in using pre-noun modifiers. Therefore, the lecturers of structure

can emphasize more about giving an understanding of pre-noun modifiers to the students.

1.6 Assumption

This study is conducted with these following assumptions:

o The students have been taught about pre-noun modifiers in their structure classes in several semesters.

o Descriptive writing contains of pre-noun modifiers and students may make errors in using pre-noun modifiers.

1.7 Limitation and Scope

Based on the title of the research, this study is limited and focused on the use of pre-noun modifiers and the errors in pre-noun modifiers made by the students of the English Department in their descriptive writings. In addition, the errors are focused on the "form" and the "meaning" of noun phrases in sentences. As the study is limited and focused about pre-noun modifiers only, other errors that occur are not noticed. The students belong to the Writing II, academic year of 2015/2016. Their final exam was making descriptive writing which is needed by the writer for her study.

1.8 Definition of Key Terms

The following key terms need to be described to avoid any misunderstanding:

o Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner (Brown, 1980).

In this study, the writer analysis the types of errors which are related to the used of pre-noun modifiers such as *articles*, *adjectives*, *quantifiers*, *gerunds*, etc.

Next, the writer also analysis the possible reasons why these errors occur, such as errors of omission, addition, etc.

o Mistake is a failure of a performance because of slip or random guess (Brown, 1980).

Even though error and mistake are basically different, the writer will not focus on the difference between error and mistake. All the mistakes in the data of the study are considered to be errors.

o Error Analysis is a tool to observe, to analyze and to classify the errors made by learners (Brown, 2000).

o Noun modifiers are the modifiers that modify noun entities. These noun entities can be a one-word noun or a noun phrase (Sadana, 2015).

o Descriptive writing is a writing that creates a clear and vivid impression of the topic, and translates your experience of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch (Anker, 2010).

1.9 Organization of the Study

This study consists of five chapters. Chapter I consists of background of the problem, statement of the problem, objective of the study, theoretical framework, significance of the study, assumption, limitation and scope, definition of key terms, and organization of the study. Chapter II consists of underlying

theories and previous related study. Chapter III consists of research design, population and sample/subjects, instruments, procedure of data collection, and procedure of data analysis. Chapter IV consists of data analysis, findings, and discussion of the findings. The last chapter, chapter V, consists of conclusion and suggestions.