

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the study, scope of the study, statement of the problem, objectives of the study and significance of the study.

A. Background of the Research

English is the most spoken language in the world. It is the official language of many countries and the main language of international communication, English has become an important tool in various aspects of global life. English is widely used for communication in fields including politics, science, and technology (Ferdiansyah, 2020).

According to Pramesti (2019), English is widely taught as a foreign language in Indonesian schools and colleges. English becomes the first foreign language studied by Indonesians, seen as a valuable skill that can provide students with wider opportunities. Many higher education institutions require English as a prerequisite for admission and utilize it as the language of instruction in a variety of study programs.

Mastering English requires four major skills: listening, speaking, writing, and reading. These abilities are interrelated and play an essential role in the English learning process. In addition to these abilities, English has core elements such as grammar, vocabulary, pronunciation, and syntax. This research focused

on syntax, or the grammatical structure of sentences. Syntax refers to the arrangement of words and phrases to produce sentences, with its main components being words, phrases, clauses, sentences, and paragraphs (Susanti, 2022). A strong understanding and mastery of syntax is essential for effective communication in English.

A phrase is a group of words that functions as a single unit within a sentence but does not contain both a subject and a predicate. The ability to correctly create and use phrases, including noun phrases, is essential for writing and speaking accurately in English. This involves not just recognizing individual words but also understanding how words interact to convey specific meaning. Students are expected to have a sufficient level of English language competence to support their academic activities. Unfortunately, many students still struggle to construct correct and coherent phrases, ultimately affecting the quality of their writing, one of them is a noun phrase.

A common error that often occurs is using noun phrases that are inappropriate to the context, resulting in unclear or ineffective writing. Additionally, students frequently lack knowledge on how to properly use noun phrases in sentences, such as distinguishing between nouns, pronouns, and adjectives. Weaknesses in phrasing often stem from a lack of practice and understanding of grammar and syntax.

Errors in using noun phrases can significantly impact a student's ability to write and communicate effectively. Errors are deviations that arise from students

who do not fully comprehend language rules, leading to repeated errors without correction (Rizqullah & Abdul in Munawarroh, 2023). These frequent errors reflect a gap between the theory taught in class and students' practical application, indicating that despite instruction on English grammar, students continue to struggle in applying this knowledge correctly in communication.

Again, error propagation is crucial here, early misunderstandings about noun phrases can propagate through both written and spoken contexts. Students who do not have an excellent understanding of noun phrase, can transfer these basic errors to other language skills which will cause a vicious cycle of incorrectness. If a student mistakenly misinterprets noun phrases in writing, that misunderstanding can fool the other syntactic structures referentially, especially in speaking and so on this error becomes more ingrained. Consequently, without specific intervention, such errors become all-pervasive and will impact adversely on a student's overall command of the language as well as their confidence.

In order to understand these issues fully, we would need to acquire a systematic account of the errors that students make with noun phrases. Measuring errors means sorting them and quantifying based on given classifications such as omission, addition, misformation, and misordering (Dulay et al, 1982), through the observation of error frequency and patterns researchers can detect most difficult noun phrase structures. This kind of analysis yields useful information on commonly occurring issues and helps to get to the bottom of those situations — for example determining whether confusion arises regarding grammatical rules, due either to limited exposure or cross-language influence.

In this context, comparing the frequency and types of errors made by students against accepted grammatical standards provides a benchmark for assessing their proficiency. By examining how students' errors deviate from these accepted values, educators can gain insights into specific areas that need improvement. This comparison not only highlights common pitfalls but also guides the development of targeted instructional strategies that align with established language standards.

The comparison with accepted values is significant in highlighting specific deviations from standard language use, allowing for a clear and objective measure of students' language skills. Such a comparison can reveal whether students' usage aligns with expected proficiency levels, helping educators pinpoint weaknesses and address them more effectively.

It is critical to do research on students' errors in using phrase, particularly within the English Language Education Study Program at Khairun University, because recognizing these errors can help students develop language abilities. Analyzing frequent forms of errors can also help students establish better learning strategies. Furthermore, recognizing common sources of errors provides insight into areas that require additional practice, allowing students to improve their English skills. The findings of this study are likely to help lecturers and program managers develop successful teaching strategies.

By addressing error propagation and measuring these errors accurately, this study hopes to increase students' awareness of their errors and aid them in

improving their use of noun phrases. This, in turn, help students enhance their English language skills and prepare them for difficulties in an increasingly competitive world. Consequently, this study focused on analyzing student errors in noun phrases among third semester students in the English Language Education Study Program at Khairun University.

B. Scope of the Research

In this study, the researcher limited the problem of the research just focus on one of phrase, namely noun phrase.

C. Statement of the Problem

Based on the background above, the researcher plans to analyze the students' errors in using phrase. Therefore, to avoid this research become either too narrow or too abroad, the researcher makes some general questions to guide it. The general questions of this research are:

1. What kinds of errors are made by the third semester students of English Language Education at Khairun University in using noun phrase ?
2. What is the dominant error in using noun phrase made by the third semester students of English Language Education at Khairun University ?

D. Objective of the Research

The objectives of the study are to find out :

1. Kinds of errors are made by the third semester students of English

Language Education at Khairun University in using noun phrase.

2. Dominant error in using noun phrase made by the third semester students of English Language Education at Khairun University

E. Significance of the Research

The results of this research is expected to be useful information for many people in learning process, such as :

1. Teachers

This research helps teachers understand common patterns of errors made by students in the use of English phrases. By knowing the types of errors that often occur, teachers can identify areas that require special attention and Explain more effective teaching strategies to overcome these errors.

2. Students

This research is expected to increase the students achievement in learning english.

3. Next researcher

This research is expected to be reference for another researcher that wants to research the same topic and the same objek