



An Analysis of Noun Phrase Error in Students' Analytical Exposition Text (A Descriptive Study at Tenth Grade of SMAN 1 Rancaekek)

Neng Siti Khodijah¹, Eva Meidi Kulsum²

^{1,2}English Education Department, Ma'soem University

Jl. Raya Cipacing No.22, Cipacing, Kec. Jatinangor, Kab. Sumedang, Jawa Barat

nengsitikhodijah18@gmail.com¹, evameidik@gmail.com²

Abstrak

Tujuan utama penelitian ini adalah untuk mengetahui permasalahan menulis siswa. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dari dokumen teks tulisan siswa. Untuk menganalisis kesalahan noun phrase pada teks analitis eksposisi, peneliti menggunakan analisis dokumen yang diambil dari 9 sampel siswa. Hasil penelitian menunjukkan bahwa terdapat 135 kesalahan penulisan frasa kata benda pada teks eksposisi analitis. Kesalahan tersebut meliputi 65 kesalahan pembentukan, 25 kesalahan pengurutan, 25 kesalahan penambahan, dan 20 kesalahan penghilangan. Oleh karena itu, dapat disimpulkan bahwa hasil penelitian ini menyatakan bahwa siswa membuat kesalahan dalam pengejaan dan penempatan kosa kata, sehingga jenis kesalahan yang sering muncul adalah kesalahan informasi dan kesalahan pengurutan. Hal ini disebabkan oleh kecenderungan siswa yang kurang memahami aturan tata bahasa dalam menulis teks. Temuan ini tentu bermanfaat bagi siswa untuk mengidentifikasi beberapa kesalahan umum, sehingga mereka dapat belajar dari kesalahan tersebut dan menghindari atau tidak mengulangnya di masa depan.

Kata Kunci: Menulis; Analisis Kesalahan; Noun Phrase; Analytical Exposition

Abstract

The main purpose of this study was to determine the problems of students' writing. It employes qualitative descriptive method. Data were collected from student-written text documents. To analyze noun phrase errors in analytical exposition texts, researchers used document analysis taken from 9 student samples. The results of the study showed that there were 135 of noun phras errors in the students' writing of analytical exposition text. These included 65 misformation mistakes, 25 miss ordering errors, 25 addition errors, and 20 omission errors. So, it can be concluded that the results of this study that students make mistakes in spelling and vocabulary placement so that the types of errors that often appear are information errors and sequencing errors. This is because students tend not to understand the rules of grammar in writing texts. This is certainly useful for students to identify some common mistakes. So that students can learn from their mistakes and avoid or repeat them in the future.

Keywords: Writing; Error Analysis; Noun Phrase; Analytical Exposition

1. INTRODUCTION

People need to communicate all the time. Although most communication is verbal, much of it is still written. According to Hidayati (2018), writing is an important communication instrument in written form. Graham (2021) emphasized that writing is a basic skill. Writers employ this adaptable skill to gather and discover new ideas. Writers utilize this basic skill to investigate the meaning of events and

situations, express thoughts, persuade others, entertain others, build imaginative worlds, record facts, heal psychological wounds, and chronicle experiences, referenced in Graham (2021). Besides, it is also stated that writing is one of the most important things in life because all learning processes are based on the ability to write. Although writing is an important basic academic skill, there are still many students around us who have not mastered it. This is also stated by Alwasilah (2005) that there are several causes such as: 1) not mastering the problem 2) not knowing how to write 3) not being able to write. This means that these three things will tend to make students not continue their writing. For fear of being wrong and being judged low in the eyes of others.

Based on the definition above, writing is the process of conveying thoughts and information in written form, such as tracing words, sentences, and so on. On the other hand, sometimes students tend to make mistakes in their writing. This was also conveyed by Sarfaz (2016), who stated that students make a lot of mistakes because students are less exposed to English language learning, especially in writing. However, it is not surprising when many students experience difficulties in writing English. They usually have difficulty expressing their ideas in meaningful activities, one of them in writing analytical exposition texts.

An exposition is a factual piece meant to influence readers' opinions. One type of non-fiction material is an exposition that is hysterical. It is presented as an exposition in the argumentative text can be defined to Brown (2004). According to Anderson (2023), state that analytical exposition text is a text that talk about an issue seen in one point of view. Analytical exposition text is a text type clearly focusing learners on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it. It means that analytical exposition requires learners to give some arguments related to the topic or problems stayed in the text. Analytical exposition text is also a text representing writers" efforts to have the addressee do something or act in certain way.

Sometimes when students convey their opinions in the form of analytical exposition writing, they translate word for word from Indonesian to English, and they also ignore and do not pay attention to the grammatical rules in the sentence. Therefore, students frequently make mistakes in analytical exposition text writing, particularly in the usage of noun phrases. These mistakes can affect the writing's content. As a result, the reader does not receive the message. They frequently struggle with placement and selecting the suitable determinant. The students often write "All both girls" instead of writing "Both girls" or write "Three my sisters" instead of writing "My three sisters". If the analytical exposition text writer makes an error in noun phrases, it means that they are not careful enough to make their text vivid and detailed. As a result, the readers cannot exactly catch what they mean. So, the example above shows that some Indonesian students frequently struggle with employing determiners in noun phrases. Noun phrase is a group of words that work together to make a noun more specific / clear. With the noun being the head or (essence) and there is a modifier or (explanatory word). Kemal (2021), mentions that a noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun. Furthermore Swan (1999), stated that noun phrase (NP) is a group (e.g article + adjective + noun) which acts as the subject, object, or complement of a sentence.

Based on the above phenomenon, the researcher is interested in analyzing Noun Phrase Errors in Students' Analytical Exposition Texts. Previous research related to Noun Phrase errors has been conducted by Kusuma & Sulistyowati (2013), this research objectives were to find out the types of errors and the sources of errors in making noun phrases. This research was used error analysis as the method of study to investigate the possible errors performed by the fifth semester students of English Education Department, Teacher Training and Education Faculty of Sebelas Maret University in academic year 2012/2013. Another research is conducted by Alvionita (2015), the research is

qualitative research to analyse the errors in using noun phrases in students' writing paragraph of English Department students at STKIP PGRI SUMBAR in academic year 2014/2015. Additionally, Novianti (2018) conducted similar research related to error analysis, the title is "Students' Grammatical Errors in Using Noun Phrases in Descriptive Text" the research methodology was used descriptive qualitative. This research was to find out the errors done by students in using noun phrases in descriptive text. All of these researches mentioned above are similar on its purpose, but in this paper, the writer is interested to get an idea to do research about an error of Noun Phrase in a certain text which is different with the previous research, it is Analytical Exposition Texts which typically involve more complex grammatical structures (e.g., conditional clauses, modals, transitions like "however," "therefore") and a higher level of academic vocabulary. However, many problems and errors are possibly often experienced by students. This condition really fits with this study since it is known that it tried to look for noun phrase error students' writing of analytical exposition text.

2. RESEARCH METHODS

This study uses a descriptive qualitative method. The researcher conducted this study directly by observing students' writing in class, followed by collecting student texts to answer noun phrase errors in students' analytical exposition texts. This study was conducted at SMAN 1 Rancaekek, with the main subjects of this study being 33 students of grade 10 MIPA 5. This study was conducted for 8 meetings, starting from February 15 to May 17, 2024. The class was chosen because it is a good representation of students who have just moved up to grade 10, to find out the problems faced by students in using noun phrases in analytical expositions and to investigate various types of noun phrase errors in analytical exposition texts made by grade X students at SMAN 1 Rancaekek. The documents used came from the assignment of writing analytical exposition texts. In this study, the researcher used document analysis where the researcher asked questions according to the document procedure and participant responses. The researcher took 10 documents from 33 students in the class. The selection of students to be interviewed was based on their grades in class: 4 students with low grades, 3 students with medium grades, and finally 3 students with high grades in class.

3. FINDINGS AND DISCUSSION

According to Richards in Emmaryana (2010), error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Making error is a common occurrence for students who are still learning. They frequently make a lot of blunders when writing. The teacher required the investigation of the errors by analysing the sources of errors. Using the error analysis method is one way to determine the errors made by the students. In the book *Second Language Acquisition According to an introductory course*, error analysis is a subset of linguistic analysis that focuses on the mistakes that students make. It Start from learner production data, both the source language and the target language. These mistakes and that particular instance should help foreign language teachers see that mistakes made by students while they are building a new language system require close examination. However, this research tried to seek an error analysis of noun phrase found in students analytical exposition text.

According to Hinkel (2004), quoted by Poppyosa (2023), a noun phrase consists of many nouns, with the first one or two nouns functioning as adjectives to describe the main noun or head. That is, a noun phrase is a group of words that includes a noun or pronoun as its head and can include a word to define its head, such as a modifier, determiner, or complement. Therefore, through this analytical exposition text writing, researchers hope to be able to minimizing student learning problems, knowing student achievement and their difficulty in learning noun phrases. As stated by Wishon and Burks

(1980) quoted in Dharma (2010) that exposition text writing is used to create visual descriptions of people, places, even units of time of the day or seasons. So, by making short analytical exposition text that students have to describe what they know. In constructing noun phrases, students can make some mistakes because they are influenced by their mother tongue, which is their first language. Mistakes made by students need to be analysed by making mistakes analysis. Jabeen (2015), states that error analysis plays an important role in second and foreign language teaching. Error analysis is useful for the teaching and learning process. Therefore, researchers can find errors made by students through error analysis.

Dulay (2021) in Kuntjara divides errors into 5 types. They are Omission, Addition, Misformation, Misordering, and Blends. Omission is the removal of some essential components from sentences. An omission occurs when a necessary element in a sentence is absent. Early on in the process of learning a second language, this typically occurs. For example: "My mother smart cooking." It should be, "My mother is smart in cooking." The next is addition, it is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example: "He does not to come." It should be, "He does not come." Any wrong form of certain morphemes or structures. The next point is misformation, it is indicated by the usage of wrong forms of certain morphemes or structures. For example: "Me don't like." It should be, "I don't like." While misordering is any incorrect placement of certain morphemes in sentences. For example: "She fights all the time her brother." It should be "She fights her brother all the time." Additionally, Blends occur when two or more morphemes that have the same function appear in a sentence. For example: "The only one thing I want" it should be "The only thing I want"

This research aims to find out the errors done by students in using noun phrases and to know the proportion of errors made by students by conducting document analysis. Document analysis based on Lisa (2020) was carried out to evaluate various kinds of noun phrase errors in analytical exposition texts produced by the class. The analytical presentation is the result of recommendations from the English Teacher based on up to 9 students who have high, average, low English language skills. Researchers analyzed the data in every aspect (Omission, Addition, Misformation, Misordering, and Blends). Below is the data analysis.

Table 1. Recapitulation types of errors in Writing Analytical Exposition

Student	Addition	Omission	Misformation	Misordering
Student 1	5	-	5	-
Student 2	-	-	10	-
Student 3	5	-	5	5
Student 4	-	-	5	10
Student 5	-	10	-	-
Student 6	-	-	10	10
Student 7	15	10	10	-
Student 8	-	-	10	-
Student 9	-	-	10	-
Total	25	20	65	25
Total (N)	135			

There were 135 errors in the written text of analytical exposition noun phrases made by class X pupils at SMAN 1 Rancaekek from nine samples. These included 65 misformation mistakes, 25 miss ordering errors, 25 addition errors, and 20 omission errors.

Tabel 2. Text Student 1

Text	Identification of Error	Kinds of Error
Mobile phones have changed the way we communicate by allowing us to connect with others. Anytime and anywhere. They enable instant communication through voice call . text message that applications. as well as allowing Fast access to information over the internet. It also facilities the sharing of Photos, videos, and other content, changing the way we share experiences.	They enable instant communication through voice calls.	Addition
	It also facilitates the sharing of Photos, videos, and other content, changing the way we share experiences.	Misformation

There were a few errors found in student 1's analytical exposition text. The total errors found were two errors from five subcategories. These include: one error of addition and one error of omission. Word selection errors occur in the words call and facility in the table. It would be more appropriate if calls and facilities were changed to calls and facilities because there are grammatical errors. The data shows that this writer appears to have problems with spelling. This is indicated by errors that occur in each sentence. Based on Dulay (2021) Addition is the use of items that are not needed in a sentence. Addition is indicated by the presence of an 'undesirable' item in the sentence. Undesirable things do not appear in well-formulated speech. Apart from that, in line with Dulay's theory, misformation is an error that often occurs after omission.

Tabel 3. Text Student 2

Text	Identification of Error	Kinds of Error
Mobile phones are a form of technology that was created to facilitate communication with other people, and as time goes by, their functions are increasing, such as cameras, social media, calculators, and so on. With the presence of cellphones in everyday life, everyone can use them easily. Indirectly, everyone can communicate well without having to meet in person	Mobile phones are a form of technology that was created to facilitate communication with other people, and as time goes by, their functions are increasing, such as cameras, social media, calculators, and so on.	Misformation

As described in the table, there were a few errors found in student 2's analytical exposition text. The total error found was one error from five subcategories. Namely a misformation error. Word placement errors occur in the words social and mobile in the table. Grammatically, the correct writing is social and cell phone, changed to social and cell phone. The data shows that this writer appears to have problems with spelling. This is characterized by errors that occur repeatedly. In line with Dulay

(2021), misformation is any form of certain morphemes or structures that is wrong. Misformation is indicated by the use of incorrect forms of certain morphemes or structures.

Tabel 4. Text Student 3

Text	Identification of Error	Kinds of Error
In recent years, mobile phones have become very important in every day life. They are not and text messages but also for various other activites , such as accessing the Internet. Playing games, watching videos, and Mobile phones have become a very useful tool, and have influenced they way we interact with others, and the way we spend our time they have become an integral part of everyday life and have affected they way Interact with others and they way we spend our time	In recent years, mobile phones have become very important in everyday life. They are not only and text messages but also for various other activities, such as accessing the Internet.	Ordering Addition Missformation

As explained in the table, there were several errors found in student 3's analytical exposition text. The total errors found were three errors from five subcategories. Namely ordering errors, additions and information errors. Word placement errors occur in the words not, every day, and activities. Looking at the text written by students, the grammar of the writing is not correct, it cannot be just that, every day becomes a daily and active activity. The data shows that this writer seems to have problems with spelling. This is indicated by the existence of successive errors in writing the text. According to Dulay (2021), misformation is finding something wrong with a particular morpheme or structure. This is indicated by the use of certain morphemes or structures incorrectly and subsequent additions based on theory. Addition errors are the opposite of omissions. They are characterized by the presence of an element that should not appear in a well-formulated speech. This occurs when learners overuse certain grammatical rules in the target language.

Tabel 5. Text Student 4

Text	Identification of Error	Kinds of Error
in my opinion, phones have chaged the way of life Nowadays and are of interest to everyone because, apart from that, cell phones also make communication easier over long distances. Apart from that, in the field of education, cell phones are very useful because they can communicate between teacher and student.	in my opinion, phones have changed the way of life nowadays and are of interest to everyone because, apart from that, cell phones also make communication easier over long distances.	Ordering Misformation Ordering

From student table 4 there are several errors found in the student's analytical exposition text which are marked with words in bold such as: Capital letter errors in the text which if written in English are very influential, after that the word is changed which, one is written must be changed, and finally the unused capital spelling after the period. Student 4's results in writing analytical exposition text were poor in spelling, there were three categories of errors found by students in writing text (Ordering, misformation and ordering) and the most errors were in capital spelling. This is based on a theory quoted in a journal entitled "An Error Analysis of Using Noun Phrase in Descriptive Writing of The Tenth-Grade" from previous research. Misordering is an error in placing certain morphemes in a sentence.

Tabel 6. Text Student 5

Text	Identification of Error	Kinds of Error
Cell phones have a big influences on our lives because with cell phones our communication becomes easier and faster. With cell phones, we can also find out things we didn't know before. With cell phones, we can see and know the outside world without going out. We can learn many positive and negative lessons.	Cell phones have a big influence on our lives because our communication becomes easier and faster.	Omission Omission

Based on student table 5, there are two errors found in the student's analytical exposition text which are shown in the same subcategory, namely omissions such as: the word influences become influence, then there are sentences that should not be used such as with cell phones, so just because our communication. As a result, there were two errors in 1 subcategory of errors found in the text written by student 5. The researcher also found several errors which ultimately led to grammar, such as student 5 forgetting to add not adding s, but all these errors did not have much influence on the text. Based on Dulay (2021) theory that omission is the deletion of several important components of a sentence. Omissions occur when an important element in a sentence is missing. At the beginning of the second language learning process, this usually happens.

Tabel 7. Text Student 6

Text	Identification of Error	Kinds of Error
Mobile phones have changed the way we communicate by making it faster, easier and more versatile. We can communicate anytime, anywhere, with anyone via calls, text messages, or social media. It also enables instant access to news, changing they way we work learn and Socialize.	Mobile phones have changed the way we communicate by making it faster, easier, and more versatile It also enables instant access to news, changing the way we work learn and Socialize.	Ordering Missformation

From student table 6, there were a few errors found in the student's analytical exposition text as indicated by the words in bold, such as the word easier, which should have used a comma, when mentioning time in the text, it would have been more appropriate to use a comma. Apart from that, there is an error in the word they which should be the. As a result, there were two categories of errors found in student 6's written text (ordering and misformation), the researcher also found several errors in student 6's writing which ultimately led to grammar, such as the student forgetting to add a comma and their object pronoun becoming the/definite article, but overall, this student's writing is quite neat. This is related to the theory of Dulay in Kunjara (2021) All forms of certain morphemes or structures are wrong. Misformation is indicated by the use of incorrect forms of certain morphemes or structures. then misordering, namely the incorrect placement of certain morphemes in the sentence.

Tabel 8. Text Student 7

Text	Identification of Error	Kinds of Error
Cell Phone have changed our lives in various aspects, for example in Communication. And Cell Phone make us feel like we have distance in Communicating. We can communicate anywhere and anytime.	Cell Phones have changed our lives in various aspects, for example Communication. And Cell Phones make us feel like we have distance when communicating.	Addition Ommision Misformation
And cell Phone also make us very addicted to the world of technology, and make us feel like normal when we meet. And many people expres their love via cell Phone.	And cell Phones also make us very addicted to the world of technology, and make us feel normal when we meet. And many people express their love via cell Phone	Addition Omission Addition

Based on student table 7, there are many errors found in the student's analytical exposition text which are shown by the words in bold such as the word phone which should use the word phones, this error continues to be repeated, then in the words "for example in communication" the word "should not be used" in, then the word "in" should use the word when. then in the word feel like it is better not to use the word like, just feel, finally the word express which should be spelled is express. As a result, there were 3 subcategories of errors found in student 7's written text (addition, omission and misformation). From the errors in the three subcategories above, based on Dulay (2021), it can be concluded that the deletion of several important components of a sentence is an error that occurs when an important element in a sentence is missing. then the use of items that are not needed in the sentence. Addition is indicated by the presence of an 'undesirable' item in the sentence. Undesirable things do not appear in well-formulated speech. This occurs when learners use certain grammatical rules excessively in the target language, in addition to misformation of all forms of morphemes or certain incorrect structures. Misformation is indicated by the use of incorrect forms of certain morphemes or structures.

Tabel 9. Text Student 8

Text	Identification of Error	Kinds of Error
About how much impact mobile Phones have on our lives Now and in the future with all its Developments. But we also have to be able to use cellphones in Positive ways. They made it faster, more convenint .	About how much impact mobile Phones have on our lives Now and in the future with all their Developments. But we also have to be able to use cell phones in Positive ways. They made it faster, more convenient.	Misformation Misformation Addition Omission Addition

From student table 8, there are several errors found in the student's analytical exposition text which are indicated by the words in bold, such as: the word **its** which should use the word **their** and the word **convenint** which should be written as **convenient**. These errors are related to the spelling in a text. Student 8's results in writing analytical exposition text contained 2 errors in the same subcategory, namely (misformation) where there were several sentences in the text that were not appropriate. Based on Dulay (2021), misformation is a type of error that often occurs because certain morphemes or structures are wrong. Misformation is indicated by the use of incorrect forms of certain morphemes or structures.

Tabel 10. Text Student 9

Text	Identification of Error	Kinds of Error
In my opinion, the best way to change communication in everyday life is to increase openness, empathy and self-awareness. By being more open to other people's opinions and feelings, we can Strengthen relationships and prevent conflict.	Lastly, increasing self-awareness will help us recognize ineffective Communication patterns and correct them. In this way, we Can create healthier and more harmonious relationships in everyday life.	Misformation Misformation
Additionally, practicing empathy will help us understand other people's points of view and respond more thoughtfully. Lastly, increasing self-awareness will help us recognize ineffective Comunication patterns and correct them. In this way, we Can create healthier and more harmonius relationships in everyday life.		

From student 9's table, there are several errors found in student 9's analytical exposition text which are indicated by bolded words such as: there are spelling errors in the word communication which should be communication and the word harmonious becomes harmonious. As a result, there were two errors in one subcategory found in the student's written text (misformation), so it can be concluded that the error made by student 9 was in spelling. based on Dulay (2021) that misformation is a type of error that often occurs because misformation is finding out something wrong form of certain morphemes or structures. And this is indicated by the usage of incorrect forms of certain morphemes or structures.

Based on the above analysis, it can be concluded that there were 135 of noun phras errors in the students' writing of analytical exposition text. These included 65 misformation mistakes, 25 miss ordering errors, 25 addition errors, and 20 omission errors. Therefore, the percentage form for each type of error is 48,1% missformation errors, 18,6% mis ordering errors, 18,6% addition errors, and 14,8% omission errors.

4. CONCLUSION

The results of this study indicate that there are several types of noun phrase errors in the analytical exposition text of grade X students answered using document analysis. In this document analysis, the researcher only took a sample of 9 people recommended by the English teacher of SMAN 1 Rancaekek. Based on the previous discussion, there are 5 types of noun phrase errors in the analytical exposition test, namely omission, addition, ordering, misformation, and blend. From the student text document, there are 25 errors in the noun phrase addition, 20 errors in the noun phrase omission, 65 errors in the noun phrase misformation, and 25 errors in the noun phrase misordering. So, it can be concluded that the results of this document state that students make mistakes in spelling and vocabulary placement so that the types of errors that often appear are information errors and sequencing errors. This is because students tend not to understand the rules of grammar in writing texts.

REFERENSI

- Alvionita, N. (2015). An Error Analysis of Using Noun Phrases in Students' Writing Paragraph at Second Semester of English Department. *Individual Research. Padang: STKIP PGRI Sumbar*, 2.
- Alwasilah, A. C. (2005). Developing theories of teaching academic Indonesian to non-language majors: Ways of collecting and analyzing data. *Indonesian JELT*, 1(2), 125-136.
- Anderson. (2023). Understanding Analytical Exposition Text Writing with an SFL Approach.
- Brown. (2004). Authorship Attributions of Brown, A Corpus-Based Study.
- Dharma. (2010a). "Error Analysis on the use of Noun Phrases in Descriptive Writing at the Eleventh Grade Student of MAN 2 Palembang."
- Dulay, R. (2021). An Error Analysis of the Use of Prepositions in Students' Descriptive Writing.
- Emmaryana. (2010). Error Analysis on Grammatical Aspects in The Students Writing Essay (Case Study At The Fourth Semester Students Of English Education Programme Of STKIP Taman Siswa Bima.
- Graham. (2021). Writing: Importance, development, and instruction.
- Hidayati. (2018). Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers.
- Jabeen. (2015). The Role of Error Analysis in Teaching and Learning of Second and Foreign Language. Kemal, M. (2021). An Analysis of Noun Phrases in Motorcycle Brochures.



- Kusuma, D. A., Sujoko, H. S., & Sulistyowati, H. (2013). An Error Analysis of Noun Phrase Structure by the Fifth Semester Students of English Education. *English Education: Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret*, 2(3), 59730.
- Lisa. (2020). Improving students' writing ability in descriptive text by using task based language teaching at SMA N 1 Batang Onang.
- Novianti, S. (2018). Students' grammatical Errors in Using Noun Phrases In Descriptive Text at The Tenth Grade of SMAN 2 Bandar Lampung In The Academic Year 2017/2018 (Doctoral dissertation, UIN Raden Intan Lampung).
- Poppyosa, D. (2023). Noun Phrase Errors Made by Students in SMAN 1 Rupert Utara.
- Swan. (1999). The Structure of the Noun Phrase in the Narrative Writing of Students of Ghanaian Colleges of Education.