

CHAPTER I

INTRODUCTION

A. Background of Study

In daily activities, language has an important role as a means of communication. It allows people to talk to others and express their ideas, opinions, messages and feelings to others. To have wider communication in the world, someone has to learn an international language. The most popular language which is used as a medium of communication is English. English is one of the international languages that have an important role in world. In Indonesia, English is considered as the first foreign language because it is necessary to be learned in order to support the people needs in gaining a lot of information and knowledge, for example in education, science and technology, economy and other. English has been an important part of education system in most countries includes Indonesia. It means English become a compulsory subject in the national curriculum. It is taught from elementary school up to university level.

In learning English, there are four main skills which the students should acquire. They are listening, speaking, reading, and writing as a basic language skill. Beside the four language skills, they should have a capability of grammar, vocabulary and pronunciation. Those are called language Component of English. One of the important basic language skills is writing, because with writing skill students can write a simple text use English language.

According to Ur, "Writing is the expression of idea, the conveying message to the reader, so the ideas themselves should

arguably be seen as most important aspect of the writing”.¹ It means that when students or human are able to write, they can express their feeling, ideas and their opinion to others people. However to able writing English people should try to write and practice it every time.

In order to learn English well, especially to written form, grammar is more important thing that students should master in writing. Helen and Susan state “Grammar is the system of patterns we use to select and combine words. Grammar makes it possible for us to write texts which our experience, ideas, thoughts and feeling. If we use language, we use grammar. Grammar is the heart and powerhouse of language”². A lot of students have low scores on English. It caused by failure in grammar mastery.

In Junior High school level, for writing skill the students must able to make English text such as descriptive text. One of the grammars that must be mastered in writing descriptive text is Noun Phrase, because in descriptive text they must describe something in detail. Although students can usually recognize nouns, they are often less aware of longer noun phrase.

In fact, according to the information from the teacher in SMP Daarunnajah Jawilan Serang-Banten a place which the writer did the writing test, the students in this school were not able to write English in a good way. The most difficult problem that always happens is they were having difficulties to express their ideas to the meaningful activity especially in descriptive writing. When the students express their ideas

¹ Penny Ur, *A Course in Language Teaching, Practice and Theory*. (Cambridge University. 2009). P.163.

²Helen de Silva Joyce and Susan Feez, *Creative Writing Skills*. (Australia: Phoenix Education. 2000). P. 5.

in descriptive writing, they translated Indonesia into English word by word and they did not attention the grammatical rule of the sentence. Therefore, the students often commit errors especially on using noun phrase. Those errors can affect to the content of their writing, as the result, the reader will be confused by their writing. In other hand, their message do not convey successfully to the reader.

As it is known, the language learning, like any other learning process, involves making errors. The learners often make mistakes and even errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As the result, they will write sentences ungrammatically. Actually, ungrammatical sentences have great influence when the learners are writing sentences.

Based on the problems above, to know the errors made by eighth grade students at SMP Daarunnajah Jawilan Serang-Banten, the writer will do her research entitled **“An Analysis of Students’ Ability in Using Noun Phrase on Writing Descriptive Text”**

B. Focus of the Study

The writer focused her study on the problem in using noun phrase for writing descriptive text written by the third grade students at SMP Daarunnajah Jawilan Serang-Banten.

C. Statement of the Problems

According to the background of the study above, the writer formulated the problems of the study;

1. How is the students’ ability in using noun phrase on descriptive text?
2. What are the problems faced by students in using noun phrase on descriptive text?

D. Objectives of the Study

The objectives of the study are:

1. To know the students' ability in using noun phrase on descriptive text.
2. To find out the problems faced by students in using noun phrase on descriptive text.

E. Significance of the Study

The result of the study has some significance:

1. Theoretical

By doing this research, the writer tries to identify the learner's ability in using noun phrase on descriptive text in order to know the problems faced made by the third grade students at SMP Daarunnajah Jawilan in their descriptive writing especially in using Noun Phrase.

2. Practical

- For the teacher

The teacher will know the students' ability in using noun phrase on descriptive text.

- For the students

The students will know their weakness and be able to study grammar easily especially on the use of noun phrase on descriptive text.

F. Previous Study

The first, Siahaan, English Educational, Indonesia University of Educational 2013, she explained "*An Analysis of Students' Ability and Difficulties in Writing Descriptive Text*". This paper discussed about ability and difficulties in writing descriptive text at tenth grader. In her study, she intended to find out tenth grader ability

and difficulties in writing descriptive text by analyzing the students' text in term of schematic and linguistic feature using systematic functional linguistic.

The second, Wisnu Aji Dharma's (2010) *Error Analysis on The Use of Noun Phrase*. Final project is Semarang State University. The students' errors were classified into three categories. Those were head errors, pre-modifier errors and post-modifier errors. Head errors are errors related to wrong placement of head of noun phrase and wrong from of noun. Those were: determiner errors, enumerator errors and adjective errors. The number of those errors in percentage were as follows: head errors 17,07% pre-modifier errors 43,59% and post-modifier errors 39,34%. It is concluded that the dominant errors lies on the use of pre-modifier on noun phrase in their descriptive writing. The weakness in this research, the researcher only analyzes wrong placement of head of noun phrase and wrong from noun.

The third, Purwati (2013) *Descriptive Analysis of Grammatical Errors in Writing Descriptive Essay among the Eighth Grade Students in MTS Amal Sholeh Sumogawe semarang*. This paper described the common errors in descriptive text writing and describe the causes of errors made by the eighth grade students of MTS Amal Sholeh Sumogawe Semarang. The similarity between her study and the researchers' study was to find the difficulties in writing descriptive text but Purwati is focused more on grammatical error in writing descriptive essay. In my research focuses more about the students' ability using noun phrase in

writing descriptive text using rubric and questionnaire to investigate the problems.

From the previous study above, the researcher makes this graduating paper that was different from them. The researcher conducts a research on students' ability in writing noun phrase in writing descriptive text.

G. Organization of Paper

The paper consists of five chapters as follows:

The first chapter discusses about introduction which consist of background of study, focus of the study, statement of the problems, objectives of the study, significance of the study, previous of the study and paper organization.

The second chapter explains four large of explanation. First, it contains the definition of writing, the purpose of writing, the process of writing. Second, it contains the definition of descriptive text, the purposes of descriptive text, the kinds of descriptive text. Third, it contains the definition of noun, the definition of phrase, the definition of noun phrase, the elements of noun phrase and the functions of noun phrase.

The third chapter discusses about methodology of research that consist research method, place and time, technique of data collection, instrument of research, technique of data analysis.

The fourth chapter explains about the result of research, data description, data analysis and data interpretation.

The fifth chapter discusses about conclusion and suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. Definition of writing

Writing is one of an important language skill to express the idea without sound. Practice is necessity in writing. Learning to write does not come naturally at the same way as learning to speak. It involves many language skill, knowledge and concepts. Before learning to write a writer must understand the definition of writing.

In this part the writer quotes some definition of writing. According to Alice and Ann, “Writing is progressive activity”.³ It can be concluded that writing something down, have already been thinking about what going to say and how going to say it. Then after finishing writing, read over what have written and make change and corrections. Therefore, writing is never a one step action; it has several steps.

Hogue stated “Good writing is more than just using correct grammar”.⁴ Writing skill needed to explore something so that other people know the result of knowledge. It needed some knowledge such as vocabulary, grammar, punctuation, and spelling.

Briefly, it could be said that writing can be distinguished from other skills as the one of most difficult. It could be concluded that writing was one way of communication to transmit the information or a

³ Ann Hogue and Alice Oshima, *Introduction to Academic Writing, second Edition*, (New York: Longman 1997). P.2

⁴ Ann Hogue, *First Step in Academic Writing, second Edition*. (New York: Longman 1996).p.6

process of expressing ideas from the writer's knowledge and resources but in the form of vocabulary and grammar.

2. The Purposes of Writing

Whenever writing something, the writer needs some clear purposes to guide the reader. The purpose of writing Ur points out that "The purpose of writing in principle is the expression of idea, the conveying message to the reader, so the ideas themselves should arguably be seen as the most important aspect of the writing".⁵ Meanwhile, Kaiser and Dietrich said "when writing for other audiences, generally has one of the following purposes in mind:⁶

1. Sharing feeling and thoughts

Writing is not only to share the personal feelings and thoughts with close friends and loved ones but also, on certain occasion, with colleagues or associates. These include letters of all kinds from valentine notes to formal expression of congratulation. To express a feeling and sense of the world when create some poetry and fiction.

2. Providing information

In writing to give information, try to organize and present as much explanation and detail as are necessary to leave the particular audience with few questions on the subject.

3. Moving others to thought, feeling and action

A writer giving information may often include expressions or felling as a means of developing a point or drawing in the reader.

⁵ Penny Ur, *A Course in Language Teaching*, op.cit., 163

⁶ Julia Dietrich and Marjorie M. Kaester, *WRITING Self-Expression and Communication*, (New York: University of Louisville, 1986). 40.

Finally, the most successful writing for others makes its basic purpose clear and appeals most effectively to its readers.

3. The Process of Writing

When talking about writing process, it is usually referring to the production process, what it takes to produce a piece of written work. According to Hogue “Become skilled writers by always using these four steps: 1.Prewriting (getting ideas and organizing them), 2.Writing the first draft, 3.Editing the first draft, and 4.Writing the final draft to hand in”.⁷

B. Descriptive

1. The definition of descriptive

Descriptive text is the text that describes the features of someone, something, or a certain place. Sofyan stated “Descriptive text is the kinds of the text to describe something, people, place, animal”.⁸ It means the description is the detail of explanation to show the specific object to the readers or audiences. Besides, Kane explained “Description is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual experiences, but description also deals with others kinds perception.”⁹ According to Hogue “description is word pictures”.¹⁰ You tell how something looks, feels, smells, tastes, and sounds.”

Descriptive text has its own generic structure, having two components: Identification or classification, and description of features.

⁷ Ann Hogue, *First Steps in Academic Writing*, op.cit., 6

⁸ Fahmi Sofyan, *Kunci Berhasil Lulus Bahasa Inggris SMP/MTS*, (Jakarta: Pustaka Tarbiyah Baru). 13

⁹ Thomas S. Kane, *The Oxford: Essential Guide To Writing*, (New York: University Press, Inc, 2003). 351

¹⁰ Hogue, *First Step in Academic Writing*, op.cit., 70

According to Sofyan the generic structures of descriptive text:

- a. Identification: identifies or introduction of phenomenon to be describe. It means when describe something students explain based on the situation in general. The general condition of the topic is like: president, animal, city, etc.
- b. Description: describe features to order of importance, there are: parts/thing (physical appearance), qualities (degree of beauty, excellence, or worth/value), and other characteristic (prominent aspect that are unique). It means a description contain an important picture or photo or words which give detail of physic appearance like big body, thin, tall, medium, short, etc. Meanwhile qualities are good girl, pretty, polite, wise, strong, gentle, etc. unique in here means differ with another.¹¹

From the definition above the writer concludes that descriptive text is a description about noun, people, place, thing, or others clearly as result the readers see the object, so that they can explain whatever they see. After that they could make note list statement to support statement so that the writer can describe more detail about something and then they wrote into descriptive writing clearly.

2. Purposes of Descriptive Text

The definition and purpose of descriptive text description is use in all forms of writing to create a vivid impression of a person, place, object, or event such as to describe a special place and explain why it is special, describe the most important person in your life, and describe the animal's habitat in report descriptive writing is usually used to help

¹¹ Sofyan, *Kunci Berhasil Lulus Ujian Bahasa Inggris SMP/MTS*, Loc. cit

a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, etc.

According to Ann “learn to write good descriptions. When writing description of a person, tell what he or she looks like. When describe of a place, tell what it looks like. If describing a scene with people, might first describe what the people is happening and what the people are doing.”¹² Thus, in descriptive writing, the readers have been given detailed object, vivid picture and use five senses or use fact words that will enable the readers to see, feel, hear, taste, touch, or smell what the object is describing.

3. Kinds of Descriptive Text

Descriptive text is text writing about the way persons, animals, place, or things appear. So, it normally took on four forms, they are:

- Description of a Person
- Description of an Animal
- Description of a place
- Description of a Thing or an Object

¹² Ann Hogue, *First Step in Academic Writing*, *op.cit.*, 72

C. Noun Phrase

1. The definition of Noun

Among the part of speech, Noun is widely use in sentence constructions, it may function as subject, object, or complement in a sentence. According to Ur “... nouns usually function as do pronouns, as the subject, object or complement of a verb, or follow preposition”¹³ Noun itself, rarely used as a single word in sentence, but it is usually modified by other part of speech, such as adjectives, adverbs, nouns, or verbs. This construction will make what is called noun phrase. Danesi said “that noun is word that allow you to name and label the person, entities, places, and concept that make up our world”.¹⁴ This means noun is the important part to make a good descriptive writing for the students. It is needed the students to arrange their idea be a paragraph of sentences.

Frank states” the noun in English is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence.¹⁵ In addition, it may function as the chief or “head” words in many structures of modification.

¹³ Ur, *A Course in Language Teaching*, op.cit., 80

¹⁴ Marcel Danesi, Ph.D.: *Basic American Grammar and Usage*. (New York : Barron’s Educational Series. 2006), p.22

¹⁵ Frank Marcella: *Modern English*. (USA: Prentice Hall)

2. The definition of Phrase

According to Radford “A phrase is by *merging* (a technical term meaning ‘combining’) two word together”.¹⁶ Kolln states “A phrase is a word or group of words that functions as a unit within the sentence”.¹⁷ A phrase will always have a head or headword; and as you might expect, the head word of the noun phrase is noun. Based on Burton opinion “generally a phrase is defined as a sequence of words that can function as a constituent in the structure of sentence.”¹⁸ Prastowo says, phrase is an annexation of two or more words, which obtain a word as a central idea from this annexation, these words make a new explanation of the meaning. English has some prominently phrase, they are:¹⁹

a. Noun Phrase (NP)

Noun Phrase is group of word (two or more words) which is ended by a noun that becomes central idea. In this phrase, the headword was a noun.

Examples: I give my brother an apple.

The book on the table is yours.

b. Verb Phrase (VP)

Verb phrase is an annexation of two or more word that can explain the other verb or can give new explanation. In this phrase, the verb became the headword.

¹⁶ Andrew Radford, *An Introduction English Syntax*, (United Kingdom: Cambridge University Press). 57.

¹⁷ Martha kolln and Robert Funk, *Understanding English Grammar, Eight Edition* (United States: Canada, 2001). 21.

¹⁸ Burton Roberts, Noel: *Analyzing Sentences An Introduction to English Syntax*. (London, England: Longman, inc. 1986),p.19

¹⁹ Anggi Agustin “*Students Comprehension of Noun Phrase Plus Adjective Phrase Toward Students’ Skills*”. (Tangerang : UMT),p.23

Examples: He **is writing** a letter.

He **is fishing** in the beach.

c. Adjective Phrase (Adj P)

Adjective phrase is group of word which consists of two or more words that have an adjective as a headword. The adjective phrase give explain the subject.

Examples: She was **more beautiful** today.

He is **very smart** in the class.

d. Adverbial Phrase (Adv P)

Adverbial phrase is group of word that is organized by three or more words where the adverb as head word. Just like the other phrase that had a headword. The headword in this phrase was adverb.

Examples: My mother is cooking **in the kitchen**.

My brother is swimming **on the beach**.

e. Preposition Phrase (Prep P)

Preposition phrase is two or more words that are arranged in combination word with that preposition as a head word.

Examples: I usually take a walk **in the afternoon**.

I always eat breakfast **in the morning** before I go to school.

f. Infinitive Phrase (Infinitive P)

Infinitive phrase is phrase that the head word is an infinitive.

Examples: **To save** some fruits in the refrigerator is good.

To make students success in their study is the teacher purpose.

g. Gerundive Phrase (GP)

Gerundive phrase is phrase that the gerund as a head word.

Examples: Swimming in the beach is not easy.

Walking around in the park every morning is my habit.

h. Participle Phrase (Par P)

Participle phrase is phrase that is organized by participle together with other word (such as: preposition, adverb, adjective, noun).

Examples: The dress put on the table is for her.

I put her cloth in the cupboard.

3. The definition of Noun Phrase

Noun phrase are a crucial part of natural language. They convey much of the content in a sentence and are therefore vitally important when parsing. Noun and noun phrase are also particularly productive, and interpreting the new vocabulary that is constantly introduced to the language is a difficult task. A Noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjective (small, red, lovely), adjective phrase, adjective clause, possessive adjective (my, his, her, their) adverbs (very, extremely, usually), determiner (the, a, an), preposition phrase and other nouns in the possessive case.²⁰

According to Quirk and Greenbaum “The noun phrase typically functions as subject, object, complement of sentences, and as

²⁰ Nguyen Ngoc Vu : *A Constrastive Analysis Of Noun Phrase In English And Vietnamese*. (Vietnam: Ho Chi Minh University.2010),p.3

complement in prepositional phrase”.²¹ Wardhaugh stated “A noun phrase (NP) is a construction that typically has either a noun (N) or a pronoun (Pro) as its central constituent, i.e., that noun or pronoun must be regarded as the ‘head’ or most important element in the phrase”.²² However, Gelderen defines “The group of word is called a phrase. If the most important part of the phrase, i.e. the head is an adjective, the phrase is an adjective phrase, if the most important of the phrase is a noun the phrase is a noun phrase, and so on”.²³

Noun phrase is a noun, or a noun with an article or determiner, and / or an adjective in front of it, and sometimes with a relative clause after it, examples:

apple (noun).

Some apples (determiner and noun).

Some red apples (determiner, adjective and noun).

Some red apples which I am going to eat (determiner, adjective, noun and relative clause).²⁴

4. The Elements of Noun Phrase

According to Lecch, on a book by the title “English Grammar For Today”.²⁵ The structure of noun phrase has three elements, they are:

a) The head of a noun phrase are :

²¹ Randolph Quirk and Sidney Greenbaum, *A University Grammar of English*, (UK: Longman Group, 1989). 59

²² Ronald Wardhaugh, *Understanding English Grammar: A Linguistic Approach, Second Edition*, (UK: Blackwell Publishing). 36

²³ Elly Van Gelderen, *An Introduction to the Grammar of English: Syntactic argument and socio-historical*, (Amsterdam: Jhon Benjamins Publishing Company, 2002). 31

²⁴ <http://www2.elc.polyu.edu.hk/cill/exercises/because.htm>

²⁵ Lecch, G., Deuchar, M, and Hoogenroad, R. *English Grammar for Today : A New Introduction* (London : The Macmilan Press Ltd, 1982).p.60

1. A noun, e.g : the doll, school, wall, car, dog, dear Margaret
2. A pronoun, e.g : herself, him, his, my, our
3. An Adjective, e.g : lazy, red, smart
4. An Enumerator, e.g : all fifteen
5. Genitive Phrase, e.g : john's

b) The Pre-Modifiers of a Noun Phrase are :

1. Determiner, e.g : this morning, what a girl
2. Enumerator, e.g : two eggs, the third man
3. Adjective, e.g : red shoes, older music
4. Noun, e.g : a garden fence, a gold ring
5. Genitive phrase, e.g : Feed's whisky, someone else's problem
6. Adverb, e.g : quite a noise

c) The Post-Modifier of noun phrase are :

1. Preposition, e.g : the best day of my life
2. Relative Phrase, e.g : a quantity which admire
3. Adverb, e.g : the girl upstairs
4. Adjective, e.g : Something nasty in the woodshed

5. Function of Noun Phrase

Like a word phrases can be classified by their external function and by their internal form. By “form”, the structure of the phrase is made of word and other constituents. Typically in a phrase composed of head and post modifier tend to be phrase or clause.²⁶

1. As Subject (S)

NP = S + P + C (**The house** + was + quite empty)

²⁶ Lecch,G.,Deuchar,M,and Hoogenroad,R. *English Grammar for Today : A New Introduction* (London : The Mcmilan Press Ltd 1982),p.60

2. As Object (O)

NP = S + P + O (We + have bought + **the house**)

3. As Complement (C)

NP = S + P + C (This + must + **the house**)

Noun Phrase including noun and pronouns perform eleven main grammatical function within sentences in the English Language. Noun is traditionally defined as “person, place, things, and ideas”. Noun phrase is defined as phrase that consist of a noun or pronoun and any number of constituent including adjective, determiner, preposition phrases, verb phrase, and adjective phrase clauses. The function of a noun of a noun and noun phrase are:²⁷

1. Noun Phrase Head

A noun phrase consists of a noun including a pronoun plus any determiner, modifiers, and complements. For example: The big blue *ball* and *someone* to love.

2. Subject

A subject is a word, phrase, or clause that problems actions of or act upon the verb. For example: The *baby cried*. *Dogs* and *cars* make excellent pets.

3. Subject complement

A subject complement is a word, phrase, or clause that follows a copular, or linking, verb and describes the subject of a clause. The terms *predicate nominative* and *predicate noun* are also used for noun phrase that functions as subject complement. For examples: My grandfather is *farmer*. Our favorite pets are *dogs with short hair*.

²⁷ Huddleston, Rodney. *Introduction to The Grammar of English*. (Cambridge: Cambridge University Press. 1984)

4. Direct object

A direct object is a word, phrase, or clause that follows a transitive verb and answer the question “who?” or ‘what?’ receives the action of the verb. For examples: The children *eat all the cookies*, the woman has always hated *mice* and *rats*

5. Object complement

Object complement is defined as noun, pronoun, noun phrase, adjective, and adjective phrase the directly and modify the direct object. For examples: We consider our puppy *our baby*. My aunt calls my uncle *sweet heart*.

6. Indirect object

An indirect object is word, phrase, or clause that indicate to or for whom or what the action of a intransitive verb is a performed. For examples: My husband bought *me flowers*. The child drew *his mother* a picture.

7. Preposition complements

A preposition complement is a word, phrase, or clause the directly follows a preposition and completes the meaning of prepositional phrase. For example: My husband bought flower *for me*. The students studied during *their spring break*.

8. Noun phrase modifier

A noun phrase modifier a word, phrase, or clause that modifiers or describes a noun including pronoun or noun phrase. For examples: *The child* actor won an award. We reserved *twenty hotel rooms*.

9. Determinatives

Determinatives provide information such as familiarity, location, quantity, and number. Possessive nouns which are a noun,

pronoun, or noun phrase and the possessive clitic (apostrophe s or s apostrophe) function as determinative. Possessive noun indicate possession of or some other relationship to another noun or noun phrase. For examples: My *brothers* apartment is small. I found *every ones* reports informative.

10. Appositive

An appositive is a word, phrase or clause that modifies or explained another noun phrase. For example: my grandfather, *the farmer*, bought more farm land. The teacher, *my uncle*, assign a lot of a work.

11. Adjunct adverbials

An adjunct adverbials is a word, phrase or clause that modifies and entire clause by providing additional information about time, place, manner, condition, purpose, reason, result, and concession. For example: *today* they children woke up early. *Yesterday* the children slept in late.

According to Johan “Students must understand about phrase to make a good sentence”.²⁸ Some examples about phrase were below:

- a.) Noun phrase in English is composed of potential parts. One of the parts is the head, which obligatorily exists. The head of noun phrase accompanied by determiners (the, a, an, those, that, etc) and other modifiers which precede the head are called the pre-modifiers and those which follow the head are called the post-modifiers. According to Greenbaum and Nelson “Modifiers are unit that are

²⁸ Johan, A Ghani. *Reading and Translation Pelajaran Membaca dan Menerjemahkan Bahasa Inggris*, (Yogyakarta : Pustaka Pelajar 2004), p.34-42

dependent on the main word and can be omitted. Modifiers that come before the noun are pre-modifiers, and those that come after the noun are post-modifiers”.²⁹

For examples:

Addition	Headword	Noun Phrase
Those (determiner)	Books	Those books
New (Pre-modifiers)	Books	New books
On astronomy (Post-modifiers)	Books	Books on astronomy
Determiner + pre-modifier + Noun + post-modifier		Those new books on astronomy

b.) The Noun Phrase can be formed by adding adjective, verb + ing, verb III, and noun in front of the head word. Adjective functioning as pre-modifiers mostly comes before the noun head. George and Julia stated: “Adjectives are usually used before the nouns they modify”.³⁰ For example: the noun phrase *beautiful girl*, *the beautiful* indicates then quality of *the girl*, so the meaning of that phrase is *the girls who are beautiful*. Verb + ing and verb III those called participles. Participles are the-ing, -ed, -en forms of verb. They may be used to modify nouns and many be used either before or after the nouns they modify. As a modifier participle occurs before the noun head, it indicates that the noun describes doing the

²⁹ Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar, Second Edition*. (London: Longman, 2002). 31

³⁰ George E. Wishon and Julia M. Burks, *Let's Write English, Revised Edition*, (New York: American Book Company, 1980). 107

action. For example: *the standing person*, means *the person who is standing*. Other examples can be seen below:

For examples:

Addition	Headword	Noun phrase
Good (adj)	House	A good house
Closing (verb+ing)	Ceremony	Closing ceremony
Beautiful (adj)	Dance	A beautiful dance
Broken (verb III)	Class	Broken class

c.) The Noun Phrase extended by adding group of preposition, verb-ing, verb III, verb with to infinitive in behind of the head word.

For examples:

Addition	Headword	Noun phrase
In front of house (prep)	Woman	Woman in front of house
Done (verb III)	Home work	Home work to done
Studying (verb + ing)	English	Studying English

d.) The Noun Phrase extended by adding adverb, adjective, numeral pronoun, or noun phrase in behind of head word. According to George & Julia “Adverb may follow nouns and be used adjectivally to modify them.”³¹

³¹ Ibid., p.22

For examples:

Addition	Headword	Noun phrase
There (adv)	Flowers	There flowers
Special (adj)	Something	Something special
Five (numeral pronoun)	Page	Page five
The last prophet (NP in behind of headword)	Mohammad	Mohammad the last prophet

- e.) The Noun Phrase extended by adding adjective sub-clause in behind of the head word. This sub clause at once becomes a part of noun phrase. This sub clause has subject predicate and explains the noun before, so that's why called sub clause. Called by sub relative sub clause because it begins with relative pronoun such as which, who, that, whom, whose, why, where, and how.

For examples:

Adjective sub clause	Headword	Noun phrase
Which many flowers	The house	The house which many flowers
Where I was born	The place	The place where I was born
Who we meet	The lady	The lady who we meet

- f.) The Noun phrase formed by adding preposition in front of relative pronoun. Prepositions are words which begin prepositional phrase.

Prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. For example: in front of the class, *in front of* is the preposition and *the class* is noun.³²

For examples:

Preposition	Relative pronoun	Headword	Noun phrase
From	Which	The school	The school which
To	Whom	The person	they graduated The person to whom I was introduced

From the examples above, it can be seen that the expansion of an English noun phrase is quite possible to have a series of modifiers. Here is the example how the noun “girl” can be expanded into a large phrase with various kinds of modifiers before and after it.

The modifiers of noun phrase not only can be realized by adjective, as the basic noun modifiers, but also by other modifiers such as noun, participles, prepositional phrase, or other noun phrase.

³² Ibid., p. 30

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

The use of method in a research is very necessary, because it will be able to help the writer to get data easily. The writer used qualitative research to present the result of the research and to describe the students' ability in using noun phrase on writing descriptive text. According to Ary, Jacobs and Rezaviah "Descriptive research studies are designed to obtain information concerning the current status of phenomena. They are directed toward determining the nature of situation, as it exists at the time of the study".³³

The research aims to certain the students' ability in using noun phrase on writing descriptive text. To generate data this research used descriptive qualitative. Qualitative method was used to collect and analyze the data of eight grade students' ability in using noun phrase in writing descriptive text. The researcher obtained the information about the ability and the problems in using noun phrase in writing descriptive text.

B. Place and Time of the Research

1) Place of the Research

This research took place at the Third Grade Students of SMP DAARUNNAJAH Jawilan, which is located at Jl. Sangereng Kel.Babakan Jaya Kec.Jawilan Serang- Banten. The writer chooses this school because the writer believe that the

³³ Ary Donald, *et al.*, *Introduction to Research in Education, Second Edition*, (New York: Rinehart and Wasington, 1979). 295.

school will give more information that are really needed and it will be used as a place to get valid data.

2) Time of the Research

To get accurate and detail data, the process of collecting data took about 3 Days, including preparation. It starts on September 2016.

C. Techniques of Data Collection

In this research, the writer used some techniques of data collection such as:

1. Writing test

To collect the data, the writer used writing test as the technique of the data collection. For the writing test, the writer asks the students to write a descriptive text based on the topic about person, place, animal or something. The students must write a paragraph which consists of 10 sentences using noun phrase. If the students make correctly in forming noun phrase, they will get 100.

2. Interview

The researcher made an interview guide about the problems in using noun phrase on writing descriptive text. The researcher used one and one interviews. This method involved researcher and the interviewer facing each other using oral communication.

To supporting the data the researcher do interview the students about their problem in using noun phrase in writing descriptive text. The researcher uses face to face to the students

and give three prompt questions. The general question is “what do you think of learning noun phrase?” After that, there are three prompt questions. The first question is “what did you know about noun phrase?” The second question is “what is your difficulty in learning noun phrase? Why?” The last question is “give some examples of using noun phrase”.

D. Instrument of the Research

In doing analysis students’ ability in using noun phrase in writing skill, the writer used writing test to get the accurate data and also used interview the students to supporting the data which will be then as the instrument this research. The writing test is the students made a descriptive writing paragraph based on the topic given by writer which is about person, place, animal and something.

E. Techniques of Data Analysis

The data analysis technique is done to describe the data by classifying one by one based on the topic. The first data are those concerning with the result of writing descriptive text. Writing test is used to know the students’ ability in using noun phrase on writing descriptive text. Writing test is used to answer the question number 1 about students’ ability by rubric to measure the score, by applying with this formula.

$$P = \frac{F}{N}$$

P = means the total score of percentages

F = means the total of students respond

N = means the total of the students

In this research, the researcher categorizes the students' competence on the percentage as Arikunto suggests four categories:³⁴

1. 100% - 76% means good
2. 75% - 56% means fair
3. 55% - 40% means poor
4. Less than 40% means very poor

After knowing the percentages of the students' ability and the result of interview about the problems of using noun phrase in writing descriptive text, the researcher described and then drew the conclusion of students' ability in using noun phrase on writing descriptive text. Interview is used to answer the question number 2 and supporting the result of the test to get the valid data.

³⁴ Arikunto, Suharsimi. 2008. *Dasar –Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. P.130.

CHAPTER IV

DATA ANALYSIS

This chapter describes and analyzes the data which are obtained during the research. The research includes the result of observations and the discussions include the answer of the research problems, they are: (1) How is the students ability in using noun phrase in writing descriptive text at nine grade in SMP Daarunnajah? (2) What are the problems faced by the students in using noun phrase in writing descriptive text at nine grade in SMP Daarunnajah?

A. Research Finding

Here are the results of the tests which are done by the students of third grade at SMP Darunnajah.

1) Student 1

The student uses 10 noun phrases in writing descriptive text test and the title is “My idol”. There are 6 correct noun phrases, the student uses processing formed by adding some words in front of headword or keywords. For example: *A good singer*. “A good singer” is a correct answer because the student uses the correct order of noun phrase, “A” is an article “good” is an adjective and “singer” is a noun.

The student makes 4 incorrect noun phrases, for example: *A person humble*. This should be “A humble person” because “humble” is an adjective and “person” is a noun. An adjective functioning as pre-modifiers mostly comes before the noun head.

2) Student 2

The student uses 10 noun phrases in writing descriptive text and the title is “My favorite football player”. There are 8 correct noun

phrases, the student uses processing formed by adding some words in front of headword or keywords. For example: *A handsome man*. “A handsome man” is a correct answer because the student uses the correct order of noun phrase, “A” is an article “handsome” is an adjective and “man” is a noun.

The student makes 2 incorrect noun phrases, for example: *team Barcelona*. This should be “Barcelona team” because “Barcelona” is an adjective and “team” is a noun. Adjectives are usually used before the nouns they modify.

3) Student 3

The student uses 10 noun phrases in writing descriptive text test and the title is “My Idol”. There are 5 correct noun phrases, the student uses noun phrase by adding adjective, for example: *white skin*. “White skin” is a correct answer because the student use the correct order of noun phrase, “white” is an adjective and “skin” is a noun.

The student makes 5 incorrect noun phrases, for example: *name is Christiano Ronaldo* and *he is very football player fantastic*. “he name is Cristiano Ronaldo” should be his name *is Cristiano Ronaldo* because the student uses “he” is a subject while this sentence needs object possessive pronoun and “name” is a noun.

4) Student 4

The student uses 10 noun phrases in writing descriptive text test and the title is “My favourite actress”. There are 7 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: *A beautiful actress*. “A beautiful actress” is a correct answer because the student uses the correct order of

noun phrase, “A” is an article “beautiful” is an adjective and “actress” is a noun.

The student makes 3 incorrect noun phrases, for example: *she has an round face*. “she has an round face” should be *she has a round face* because “round” is not a vocal letter but consonant letter.

5) Student 5

The student uses 10 noun phrases in writing descriptive text test and the title is “My Father”. There are 9 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords and adding adjective. For example: *he has short and black hair*. “He has short and black hair” is a correct answer because the student uses the correct order of noun phrase, “short and black” are adjective and “hair” is a noun.

The student makes 1 incorrect noun phrases, for example: *my father name is Hambali* “my father name is Hambali” should be *my father’s name is Hambali* because “my father’s name” because it refers to the ownership.

6) Student 6

The student uses 10 noun phrases in writing descriptive text test and the title is “My favourite actress”. There are 7 correct noun phrases, the student uses noun phrase by adding some words followed by headword or keywords and formed by adding adjective. For example: *she has a beautiful face* “she has a beautiful face” is a correct answer because the student uses the correct order of noun phrase, “A” is an article “beautiful” is an adjective and “face” is a noun.

The student makes 3 incorrect noun phrases, for examples: *she has a smile nice*. This should be “*she has a nice smile*” because “nice”

is an adjective and “smile” is a noun. Adjectives are usually used before the nouns they modify.

7) Student 7

The student does not make any mistake in a paragraph. The student uses 10 noun phrases in writing descriptive text test and the title is “My Classroom”. All the noun phrases are correct. The student uses processing formed by adding some words in front of or behind of head word or keywords and numeral pronoun. For examples: *a table teacher*, *there are 27 students*. “There are 27 students” is correct because the student uses the correct order of noun phrase, he uses “s” in behind of students because it is a plural.

8) Student 8

The student uses 10 noun phrases in writing descriptive text test and the title is “Olivia Janet is my favourite actress”. There are 6 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: she is an actress “she is an actress” is a correct answer because the student uses the correct order of noun phrase, “An” is an article “actress” is a noun.

The student makes 4 incorrect noun phrases, for examples: *she has hair long and straight*. These should be “*she has long and straight hair*” because “long and straight” is adjective and “hair” is a noun. Adjectives are usually used before the nouns they modify.

9) Student 9

The student does not make any mistake in a paragraph. The student uses 10 noun phrases in writing descriptive text test and the title is “My Bedroom”. All the noun phrases are correct. The student uses

processing formed by adding some words in front of or behind of head word or keywords and numeral pronoun. For examples: *a small room, a bed room*. “a small room” is correct because the student uses the correct order of noun phrase, “A” is a article “small” is an adjective and “room” is a noun.

10) Student 10

The student uses 10 noun phrases in writing descriptive text test and the title is ”Teuku Rasya”. There are 5 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: he is a handsome boy ”he has a good personality” is a correct answer because the student uses the correct order of noun phrase, “A” is an article “good” is an adjective and “personality” is a noun.

The student makes 5 incorrect noun phrases, for examples: *he is a actor*. This should be “*he is an actor*” because “an actor” is a vowel letter.

11) Student 11

The student uses 10 noun phrases in writing descriptive text test and the title is ”my best friend”. There are 7 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: his name is Fahrul ”his name is Fahrul” is a correct answer because the student uses the correct order of noun phrase, “his name” is possessive pronoun “Fahrul” is a noun.

The student makes 3 incorrect noun phrases, for examples: *he has eyes slanted*. This should be “*he has slanted eyes*” because “slanted is an adjective and “eyes” is a noun. Adjectives are usually used before the nouns they modify.

12) Student 12

The student uses 10 noun phrases in writing descriptive text test and the title is "Aliando". There are 6 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: Aliando is my favourite actor "Aliando is my favourite actor" is a correct answer because the student uses the correct order of noun phrase, "My" is possessive pronoun "favourite" is an adjective and "actor" is a noun

The student makes 4 incorrect noun phrases, for examples: *he has short hair and straight*. This should be "*he has short and straight hair*" because "short and straight" is adjective and "hair" is a noun. Adjectives are usually used before the nouns they modify.

13) Student 13

The student uses 10 noun phrases in writing descriptive text test and the title is "My Idol". There are 9 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: I have many idols. "I have many idols" is a correct answer because the student uses the correct order of noun phrase, "many" indicates plural "idols" is a noun.

The student makes 1 incorrect noun phrases, for examples: *he has hair curly and brown*. This should be "*he has curly and brown hair*" because "curly and brown" is an adjective and "hair" is a noun. Adjectives are usually used before the nouns they modify.

14) Student 14

The student does not make any mistake in a paragraph. The student uses 10 noun phrases in writing descriptive text test and the title is "Maudy Ayunda is my favourite singer". All the noun phrases are

correct. The student uses processing formed by adding some words in front of or behind of head word or keywords. For examples: she is a young talented singer. "She is a young talented singer" is correct because the student uses the correct order of noun phrase, "A" is an article and "young and talented" are adjective and "singer" is a noun.

15) Student 15

The student uses 10 noun phrases in writing descriptive text test and the title is "My Idol". There are 7 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: I have a idol. "I have a idol" is a correct answer because the student uses the correct order of noun phrase, "A" is an article "idol" is a noun.

The student makes 3 incorrect noun phrases, for examples: *he has skin white and hair black*. This should be "*he has white skin and black hair*" because "white and black" are adjective and "skin and hair" are noun. Adjectives are usually used before the nouns they modify.

16) Student 16

The student uses 10 noun phrases in writing descriptive text test and the title is "My Idol". There are 8 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keyword. For example: she is a singer and actress. "She is a singer and actress" is a correct because the student uses the correct order of noun phrase "A" is an article "singer and actress" are noun.

The student makes 2 incorrect noun phrases, for examples: *she has hair brown, long and wavy*. This should be "*she has long, wavy and brown hair*" because "long, wavy and brown" are adjective and

“hair” is a noun. Adjectives are usually used before the nouns they modify.

17) Student 17

The student uses 10 noun phrases in writing descriptive text test and the title is "My house". There are 9 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: There are some plants in my yard. "There are some plants in my yard" is a correct because the student uses the correct order of noun phrase "some" is a determiner, it indicates plural "my" is a pronoun and "yard" is a noun.

The student makes 1 incorrect noun phrases, for examples: *my bedroom is beside bedroom my parent*. This should be "*my bedroom is beside my parents' bedroom*" because "beside" is a preposition "my parent" is a possessive pronoun and "bedroom" is noun. Adjectives are usually used before the nouns they modify.

18) Student18

The student uses 10 noun phrase in writing descriptive text test and the title is "My Rabbit". There are 6 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: it is a smart. "it is a smart" is a correct because the student uses the correct order of noun phrase "A" is an article "smart" is a adjective and "rabbit" is a noun.

The student makes 4 incorrect noun phrases, for examples: *it has eyes big and a tail short*. This should be "*it has big eye and a short tail*" because "big and short" are adjective and "tail is a noun. Adjectives are usually used before the nouns they modify.

19) Student 19

The student uses 10 noun phrases in writing descriptive text test and the title is “My hand phone”. There are 8 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords and formed by adding adjective. For example: it is the only one phone that I have. ”it is the only one phone that I have” is a correct because the student uses the correct order of noun phrase “the” is an article and the students uses the correct article” *the*” it indicates a word which has been mention before and “the only one” is a pair “one” is numeral pronoun “phone” is a noun.

The student makes 2 incorrect noun phrases, for examples: *it is a phone very precious*. This should be “*it is a very precious phone*” because “a” is an article “very” should be after an adjective “precious” is an adjective and “phone” is a noun. Adjectives are usually used before the nouns they modify.

20) Student 20

The student uses 10 noun phrases in writing descriptive text test and the title is “My beautiful bag”. There are 7 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: I have a bag. ”I have a bag” is a correct because the student uses the correct order of noun phrase “A” is an article and “bag” is a noun.

The student makes 3 incorrect noun phrases, for examples: *it has 3 pocket*. This should be “*it has 3 pockets*” because The student uses “3” which indicate ordinal number and plural so that word “pocket” must be added by ”s”.

21) Student 21

The student uses 10 noun phrases in writing descriptive text test and the title is "My School". There are 9 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords. For example: there are many students. "There are many students" is a correct answer because the student uses the correct order of noun phrase, "many" indicates plural "students" is a noun. It must be added by "s".

The student makes 1 incorrect noun phrases, for examples: *she is a teacher very beautiful and kind*. This should be "*she is a very beautiful and kind teacher*" because "beautiful and kind" are adjective and "teacher" is a noun. Adjectives are usually used before the nouns they modify.

22) Student 22

The student does not make any mistake in a paragraph. The student uses 10 noun phrases in writing descriptive text test and the title is "my favourite actor". All the noun phrases are correct. The student uses processing formed by adding some words in front of or behind of head word or keywords and formed by adding an adjective. For examples: he is a good, patient and humble person. "He is a good, patient and humble person" is correct because the student uses the correct order of noun phrase, "A" is a article "good, patient and humble" is an adjective and "person" is a noun.

23) Student 23

The student uses 10 noun phrases in writing descriptive text test and the title is "My pet". There are 7 correct noun phrases, the student uses noun phrase by adding some words in front of headword or

keywords. For example: I have a cat. "I have a cat" is a correct, because the student uses the correct order of noun phrase, "a" is an article "cat" is a noun.

The student makes 3 incorrect noun phrases, for examples: *Jono has skin white and fur thick*. This should be "*Jono has white skin and thick fur*" because "white and thick" are adjective and "skin and fur" are noun. Adjectives are usually used before the nouns they modify.

24) Student 24

The student uses 10 noun phrases in writing descriptive text test and the title is "My favourite actor". There are 7 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords and adding by an adjective. For example: he has pointed nose. "he has pointed nose" is a correct answer because the student uses the correct order of noun phrase, "pointed" is an adjective "nose" is a noun.

The student makes 3 incorrect noun phrases, for examples: *he has skin white*. This should be "*he has white skin*" because "white" is an adjective and "skin" is a noun. Adjectives are usually used before the nouns they modify.

25) Student 25

The student uses 10 noun phrases in writing descriptive text test and the title is "My favourite singer". There are 7 correct noun phrases, the student uses noun phrase by adding some words in front of headword or keywords and adding by an adjective. For example: he has pointed nose. "Agnes monica is my favourite singer" is a correct answer because the student uses the correct order of noun phrase, "favorite" is an adjective "singer" is a noun.

The student makes 3 incorrect noun phrases, for examples: *she has skin white and body tall*. These should be “*she has white skin and tall body*” because “white and tall” is an adjective and “skin and body” is a noun. Adjectives are usually used before the nouns they modify.

After giving the writing description text test to the respondents of the research, the total of correct forming of each student is analyzed to get individual score in the test.

Table 4.1
Description of research

No	Name	Score	Relating Quality
1	Student 1	60	Fair
2	Student 2	80	Good
3	Student 3	50	Poor
4	Student 3	70	Fair
5	Student 4	90	Good
6	Student 5	70	Fair
7	Student 6	100	Good
8	Student 7	60	Fair
9	Student 8	100	Good
10	Student 9	60	Fair
11	Student 10	70	Fair
12	Student 11	60	Fair
13	Student 12	90	Good
14	Student 14	100	Good
15	Student 15	70	Fair

16	Student 16	80	Good
17	Student 17	90	Good
18	Student 18	60	Fair
19	Student 19	80	Good
20	Student 20	70	Fair
21	Student 21	90	Good
22	Student 22	100	Good
23	Student 23	70	Fair
24	Student 24	70	Fair
25	Student 25	30	Very Poor

The table shows the score of students' writing after calculation their correct noun phrase from the writing. From the table, it can be seen that the highest score of students' writing is 100 and the lowest is score 30. Then the percentage of the students' score is presented to the following table.

Table 4.2
Percentage of the students' score

No	Interval	Rating Quality	Grade	Number of Students	Percentages
1	100%-76%	Good	A	11	44%
2	75%-56%	Fair	B	12	48%
3	55%-40%	Poor	C	1	4%
4	Less than 40%	Very poor	D	1	4%

From the table 4.2, it can be seen that there is students getting fair and very poor grade. There are 11 students (44%) who get A and the rating quality is good. There are 12 students (48%) who get B and the rating quality is fair. There is 1 student (4%) who gets C and rating quality is poor. The last, there is 1 student (4%) who get and rating quality is very poor.

B. Discussion

a. Student's Writing

The table of the forming, there are 44% students get a good score and have a good ability in using noun phrase, even though they have some problems in using noun phrase in writing descriptive text correctly in the test of the research. They still confused to make it. They also still make mistake in using determiner or article *a/an*, for example ("*a oval*"), should be "*an oval*" because "*a*" refers to the consonant letter and "*oval*" is a noun which previous by vocal letter. Noun phrase

is formed by adding an adjective, for example: (“*she has hair brown, long and wavy*”). This should be “*she has long, wavy and brown hair*” because “long, wavy and brown” are adjective and “hair” is a noun. Adjectives are usually used before the nouns they modify.

There are two noun phrases formation which are commonly used by students in the result, they are: noun phrase is formed by adding some words in front of behind of head word or keyword, for examples: *an oval, an idol, a beautiful face, an actor, a handsome boy*. The noun phrase can be formed by adding an adjective, for examples: *he has short and brown hair, he has fantastic skill, she has long and curly hair, she has smell nice, he has white skin*.

From the result of the test, it can be seen that the students have fair ability in using noun phrase in writing descriptive text in the test of the research. They still confused to make sentence formation correctly. Generally a phrase is defined as a sequence of words that can function as a constituent in the structure of sentence.³⁵ So when people write, they have to pay attention to grammar because is the most important point in writing and usually we meet the noun phrase when write in a sentence.

In addition, this finding supports Frank’s theory that noun is one of the most important parts of speech.³⁶ It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it also functions as the “head” of the sentence in many modification structures. The position of noun phrases is typically

³⁵ Burton-Roberts, Noel: *Analyzing An Introduction to English Syntax*. (Longman, England: Longman, inc. 1986).p.19

³⁶ Frank, Marcella: *Modern English*. (USA: Prentice Hall)

as subject, object, and complement of the sentence and as part of prepositional phrases.

b. Interview

The interview was done on Wednesday, September 22th 2016 at SMP Daarunnajah Jawilan Serang-Banten. The researcher interviewed 10 students in third grade to know of problems faced by the students in using noun phrase in writing descriptive text faced by nine grade students. The researcher uses face to face to the students and gives three prompt questions.

The general question is “what do you think of learning noun phrase?” After that, there are three prompt questions. The first question is “what did you know about noun phrase?” The second question is “what is your difficulty in learning noun phrase? Why?” the last question is “give some examples of using noun phrase”. From the three questions, there are 2 students know about noun phrase and 2 students also still confused about noun phrase.

Based on the interview with the students at SMP Daarunnajah Jawilan Serang-Banten, the research can conclude that the third grade students of SMP Daarunnajah Jawilan even though they can use and apply correctly in make a sentence in writing descriptive text, sometimes they have some problems when they make a sentence using noun phrase. They get difficulties in arranging words into a good word order.

Some students get confused in using determiner article, such as “a/an”. They still confused to make the sentence using noun phrase be formed by adding an adjective. It is very commonly, the students

translated Indonesia into English word by word and they did not attention the grammatical rule of the sentence, for example: she is a teacher very beautiful and kind. This should be “she is a very beautiful and kind teacher” because “beautiful and kind” are adjective and “teacher” is a noun. Adjectives are usually used before the nouns they modify.

From the result above, we can conclude that actually the students can make a good sentence because their habits of making a sentence in Indonesian first and then translating it into English, they focus on Indonesian structure. For instance, smell nice which should be nice smell. As stated by Heide ”the errors are caused by negative transfer of interference of the learner’s mother tongue in the language”.³⁷

Moreover, the last finding of this research supports Ur “that writing is a way of communicating a message to a reader for purpose”.³⁸ Communication means sending so that a message must destination, whereas the message of writing is its content. This means if the students do not understand the word order of noun phrase in writing descriptive text, it will make the readers get confused and will ruin the message of the writing.

³⁷ Heide Dulay et al, *Language Two*, (New York: Oxford University Press, 1982).p.146.

³⁸Ur, P. *A Course in Language Teaching: Practice and Theory*.(Cambridge University Press, 2009).p.165

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion. Based on the discussion of the data obtained which was presented at chapter IV, the writing puts forward conclusion and suggestion as follow:

A. Conclusion

Based on the discussion, the writer draws a conclusion of the students' ability in using noun phrase in writing descriptive text. Based on the result of the study presented in chapter IV, the writer concludes that the students' ability in using noun phrase classified as good is (44%) the students' ability in using noun phrase classified as fair is (48%) the students' ability in using noun phrase classified as poor is (4%) the students' ability in using noun phrase classified as very poor is (4%). They mean the students' ability in using noun phrase in writing descriptive text at the third grade of SMP Daarunnajah Jawilan Serang-Banten are generally in fair level.

Even though the students they can use and apply correctly in make a sentence in writing descriptive text, sometimes they have some problems when they make a sentence using noun phrase. They get difficulties in arranging words into a good word order. It is because of their habits of making a sentence in Indonesian first and then translating it into English. They focus on Indonesian structure, for instance, *smell nice* which should be *nice smell*.

B. Suggestion

Considering the conclusion above some suggestions are presented in this part. As discussed in the previous chapter, the study will hopefully contribute both practical and theoretical values.

Realizing that the students still have some problems in constructing noun phrases, in this research the writer would like give some suggestion to both the teacher and the students.

1. For the English teacher

Because the students still have problems in constructing noun phrase, the teacher should give more attention to them. The teacher should give exercises continuously to their students. It is also important to realize that in constructing English Noun Phrase, the students feel difficult. The teacher should be able to give them more exercises in constructing noun phrase in well-formed utterances as part of teaching and learning. The teacher can also try to motivate the students to learn noun phrases.

2. For the students

The students should learn English harder, especially on the area where the students feel it difficult to construct English noun phrase. It is also important for the students to know their ability, by which feedback will be obtained and it is hoped that they will increase their ability in noun phrase.