CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter focused on reviews of related theories and literature to understand the theory of phrase, noun, noun phrase, writing, writing descriptive text. Each of these is discussed in the following section.

A. Noun and Phrase

1. Definition of Noun

Danesi said that noun is words that allow you to name and label the persons, entities, objects, places, and concept that make up our world. 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.² In addition, it may function as the chief or "head" words in many structures of modification.

¹ Marcel Danesi,Ph.D.: *Basic American Grammar and Usage*. (New York: Barron's Educational Series, 2006) p. 22.

² Frank. Marcella: Modern English. (USA: Prentice Hall)

2. Definition of Noun Phrase

Noun phrases are a crucial part of natural language. They convey much of the content in a sentence and are therefore vitally important when parsing. Nouns and noun phrases are also particularly productive, and interpreting the new vocabulary that is constantly introduced to the language is a dificult task.

A noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives (small, red, lovely), adjectives phrases, adjectives clause, possessive adjectives (my, his, her, their)adverbs (very, extremely, usually), determiners (the, a, an), preposition phrases and other nouns in the possessive case.³

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 red apples (determiner, adjective and noun)

some apples (determiner and noun)

some red apples which I am going to eat (determiner, adjective, noun and relative clauses).⁴

According to Itziar, on a book by the title "A Brief Grammar of Euskara the Basque Language", noun phrase is a phrase constructed around a

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

^{4 4}http://www2.elc.polyu.edu.hk/cill/exercises/because.htm

noun. In adition Heather explains that phrase is a group of two or more grammatically linked words without a subject or predicate.⁵

3. Definition of Phrase

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. Prastowo says, phrase is an annexation of two or more words, which obtains a word as a central idea from this annexation, these words make a new explanation of the meaning. English has some prominently phrases, they are:

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.

Example: 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 words that can explain the other verb or can give new explanation. In this phrase, the verb became the headword.

⁵ Itziar Laka: A Brief Grammar of Euskara the Basque Language, (Euskal Herriko Unibertsitatea, Leioa Donosta Spain, 1996),p.25

⁶ Burton-Roberts, Noel: Analyzing Sentences An Introduction to English Syntax.

⁽London, England: Longman, inc. 1986),p.19

⁷ Siti Umatul Maghviroh "Students Comprehension of Noun Phrase Plus Adjective Prhase Toward Students' Skills". (Salatiga: STAIN Salatiga), p.23

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

He **is fishing** in the beach

c. Adjective phrase (Adj P)

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

Example: She was more beautiful today.

He is **very smart** in my 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.

Example: My mother is cooking in the kitchen.

My brother is swimming on the beach.

e. Prepositional phrase (Prep P)

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

Example: 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 headword is an infinitive.

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

<u>To make</u> students success in their study is the teacher purpose.

g. Gerundive phrase (GP)

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

Example: **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 the other words (such as: preposition, adverb, adjective, noun).

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

I put her cloth in the cupboard.

4. The Element of Noun Phrase

According to Leech, on a book by the title "English Grammar For Today". 8The structure of noun phrase has three elements, they are:

- a) The head of a noun phrase are:
 - 1. A noun, eg: the doll, dear Margaret
 - 2. A pronoun, eg: herself, everyone in the street
 - 3. An adjective, eg: the absurd
 - 4. An enumerator, eg: all fifteen
 - 5. Genitive phrase, eg : John's

⁸ Lecch, G., Deuchar, M., and Hoogenroad, R. *English Grammar for Today: A New Introduction* (London: The Macmilan Press Ltd 1982), p.61-62

- b) The pre-modifiers of a noun phrase are :
 - 1. Determiners, eg: this morning, what a girl
 - 2. Enumerator, eg: two eggs, the third man
 - 3. Adjective, eg: red shoes, older music
 - 4. Noun, eg: a garden fence, a gold ring
 - 5. Genitive phrase, eg : Fred's whisky, someone else's problem
 - 6. Adverb, eg: quite a noise
- c) The post-modifier of an noun phrase are:
 - 1. Preposition phrase, eg: the best day of my life
 - 2. Relative clauses, eg: a quantity which admire
 - 3. Adverb, eg: the girl upstairs
 - 4. Adjective, eg: 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 phrases is made of words and other constituents. Typically in a phrase composed of head and post modifier tend to be phrases or clause.⁹

1. As Subject (S)

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

⁹Lecch,G.,Deuchar,M, and Hoogenroad,R. *English Grammar for Today : A New Introduction* (London :The Macmilan 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 are traditionally defined as "persons, places, things, and ideas". Noun phrase are defined as phrases that consist of a noun or pronoun and any number of constituent including adjective, determiner, preposional phrases, verb phrases, and adjective clauses. The function of a noun and noun phrase are:¹⁰

1. Noun phrase head

A noun phrase consist of a noun including a pronoun plus any determiners, modifers, and complements. For example: The big blue *ball*. *Someone* to love.

2. Subject

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

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¹⁰ Huddleston, Rodney. *Introduction to the Grammar of English*.(Cambridge:Cambridge University Press.1984)

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 *predicat noun* are also used for noun phrases that fanction as subject complemet. For examples: My grandfather is *farmer*. Our favorite pets are *dogs with short hair*.

4. Direct objects

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 complements

Object complements are difined as nouns, pronouns, noun phrases, adjectives, and adjective phrases the directly follow and modify the direct object. For examples: We consider our puppy *our baby*. My aunt calls my uncle *sweat heart*.

6. Indirect objects

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

7. Prepositional complements

A prepositional complement is a word, phrase, or clause the directly follows a prepotition and completes the meaning of prepotional phrase. For examples: 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 modifies 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. Prossessive nouns which are a noun, pronoun, or noun phrase and the possessive clitic (apostrophe *s* or *s* apostrophe) function as determinative. Possessive nouns indicate possession of or some other relationship to another non or noun phrase. For example: *My brothers* apartment is small. I found *everyones* reports informative.

10. Appositives

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

11. Adjunct adverbials

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

6. The Important of Noun Phrase in Writing

According to Maghviroh on her thesis that knowledge about processing formation of phrase is important because the foundation of each sentence are phrase composition. Students must understand about phrase to make a good sentence. 11 Some examples about noun phrase were below: 12

a) Noun phrase is formed by adding some words in front of or behind of head word or keywords.

For examples:

Noun Phrase Addition Headword Apple An apple An My study My Study Many Similarities Many similarities The moon The Moon This Painting This painting

(Yogyakarta: Pustaka Pelajar), p. 34-42

¹¹ Siti Umatul Maghviroh: Students' Comprehension of Noun Phrase Plus Adjective Phrase Toward Students Writing Skill 2014, (Salatiga: State Institute For Islamic Studies STAIN, 2014),p.26 ¹² Johan, A Ghani. Reading and Translation Pelajaran Membaca dan Menerjemahkan Bahasa Inggris,

b) The noun phrase can be formed by adding adjective, verb + ing, verb III, and noun in front of the head word.

For examples:

| Addition | Headword | Noun Phrase |
|---------------------|----------|-----------------------|
| | | |
| Good (adj) | House | A good house |
| | | |
| Closing (verb+ing) | Ceremony | Closing ceremony |
| | | |
| Beautiful (adj) | Dance | A beautiful dance |
| | | |
| Exchange (verb III) | Students | The exchange students |
| | | |

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 (prop) | Woman | Woman in front of | |
| Done (verb III) | | house | |
| Studying (verb+ing) | Home work | Home work to done | |
| | English | Studying English | |

d) The noun phrase extended by adding adverb, adjective, numeral pronoun, or noun phrase in behind of head word

For examples:

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

e) The noun phrase extended by adding adjective sub-clause in behind of the headword. 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 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 pronouns.

For examples:

| Preposition | Relative pronoun | Headword | Noun Phrase |
|-------------|------------------|------------|---|
| From | Which | The school | The school which |
| То | Whom | The person | they graduated The person to whom I was introduced |
| | | - | madaced |

A. Writing

1. The Nature and The Definition of Writing

Arthur assumes that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape. 13

Petty and Jensen state that writing is an activity that creates idea or opinions in a composition by using writing convention: its ideas, thought, feeling epressed in written way. It can be interpreted as a tool to communicate people's ideas or feeling to other people. ¹⁴ This means that writing is a communication that is used widely in every aspect of life to interact with other people, whether formal or informal writing.

¹⁴Petty, W.T and Jensen, J.M. *Developing Children's*. (USA. AD nd Bacon, Inc. 1980),p.399

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¹³ Arthur,B & Peter,G,Beginning to Write: Writing Activities For Elementary and Intermediate Learners. (Newyork: Cambridge Universitu Press. 1998),p.1

Writing is a specific skill which helps people to put their thought into words in a meaningful form through pen and paper. According to Grossman, writing can take many forms, including anything from a shopping list, acting as an idea- memorize, through letters, both formal and informal, to academic texts like this essay. ¹⁵ Harmer states that writing is a basic skill, students should know how to write letters, how to put reports together. Moreover, they should know how to write using electronic media. ¹⁶So Harmer emphasizes that writing as an important as speaking, listening, and reading.

Aristotle gives definition about writing that "Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken. Just as letters are not the same for all men, sounds are not the same either, although the affections directly express these indications are the same for everyone, as are things of which these impressions are image.¹⁷

Troyka states that writing is a way of communication a massage to a reader for purpose. Communication means sending, so a message must

17,Cambridge University Press,p.2

¹⁵ Grossman, D. Process Approach of Writing. Assignment Module. (2009), p.1-22

¹⁶ Harmer, J. How to Teach English. (England: Addison Wesley longman Limited. 1998),p.112

have destination, whereas the message of writing is its content. ¹⁸This means that writing the activity of expressing ideas, thought and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.

2. The Element of Writing

Heaton says that the writing skill is complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgment elements. The skills necessary for a good writing are:

a) Organization

Criteria to score students' writing ability depend on how well, logic, fluent, and cohesive they organize the text.

b) Content

Criteria to score the students' writing ability depend on whether there are several main points discussed and some sufficient supporting details to illustrate, define, compare, or contrast factual information.

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¹⁸ Birtania Widiyanti : *The Correlation Between Vocabulary Mastery and Writing Ability Of The Third Grade Students SMPN 2 Buduran Sidoarjo In Academic Year 2013*,(Sidoarjo :IKIP PGRI Sidoarjo,2013),p.16

c) Vocabulary

Criteria to score the students writing ability depend on effective and appropriate word/idiom choice usage, word form matery, logic expression of ideas, and the variety of arrangement and interrelationship the words.

d) Language use

Criteria to score students writing ability depend on how well they use the right grammar.

e) Mechanic

Criteria to score students writing ability depend on how well they use the right spelling, punctuation, capitalization, and paragraphing.¹⁹

3. Types of Writing

Based on a book which is written by Milwaukee Public Schools "MPS" by the tittle "Descriptive Writing Guide", the types of writing are divided in to four types, they are:

a) Persuasive

Persuasive writing gives the writers opinion on a topic and tries to get readers to agree with it. Readers present facts and

¹⁹ .B.Heaton, writing English Language Tests, (New York: Longman Group UK, Ltd, New Edition 1998), p. 146

²⁰ MPS Middle Grades. *Descriptive Writing Guide*. (Miwaukee Public Schools), p.13

examples to back up their opinion. The writing might draw conclusions, identify problems, and offer solutions.

b) Exposition

Exposition writing presents information about a topic. It may explain ideas, give direction, or show how to do something. Writers often use transitions to relate the information in a logical order.

c) Narrative

Narrative writing tells a story in logical order by sharing the details of an experience, including the beginning, middle, and end. Writers answer the five W's (who, what, where, when, and why).

d) Descriptive

Descriptive writing uses words and phrases to paint a vivid picture of a person, place or thing in such a way that the reader can visualize the topic and enter into the writer's experience.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive writing provides an illustration of people, places, events, situations, thoughts, and feelings. Descriptive text presents sensory information that makes writing come alive. It expresses an experience that the

reader can actively participate in by using imagination. ²¹ This means that descriptive writing provides literary texture to a story. Texture shows rather than tells. A writer shows the reader through the senses of sight, hearing, smell, taste, and touch, as well as through emotional feelings. Descriptive details enable the reader to visualize elements in the story.

John assumes that descriptive writing describes a person, place, or thing in a way that enables the reader to visualize it.²²Descriptive writing is the clear description of people, places, objects, sufficient and varied elaboration of details to communicate a sense and selected things to describe what the writer sees, hears, smells, touches, and tastes.

Descriptive text has intended meaning to describe something. A text has some meanings (1) main printed of a book, (2) original words of a speaker, author, etc., (book, play, etc). ²³A descriptive text has meaning a text that concerns in describeing something. Descriptive paragraph consists basically of sentences representing objects arranged in space. In its simplest form, the principle of organization is based on the way you perceive objects in space – left to right, right to left, bottom to top, top to bottom, and so forth.

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²¹ http://www.bucks.edu/media/bcccmedialibrary/pdf/DescriptiveWriting 000.pdf accessed on October 10, 2014

²² John Schacter, Ph.D. The Master Teacher Series Descriptive Writing.p,5

²³ D"Angelo, Frank.J. 1977. *Process and Thought In Composition Second Edition with Handbook.* (Cambridge: Winthrop Publisers, Inc. 1997). p,33

2. Generic Structure of Descriptive Text

According to National Education Department (Depdiknas), the generic structure of descriptive text are (1) identification, the phenomenon of the people mind which is described (2) Description after expressing the main point in identification, the supporting details will give clearer description of particular parts, qualities and characteristics.²⁴This means that the paragraph is called descriptive text if it has stucture identification and describe something.

Based on Asyiyah on her thesis by the tittle *Using Cooperative TGT* (*Team Game Tournament*) *To Improve Students Competence In Writing Text at The First Grade Of SMA Gema 45 Surabaya 201*, she explained the generic struture in descriptive text are:

1) Identification

Identification of someone, or place which isgoing to be described.

2) Description

It describes the characteristics of someone, something, or place, for instance its material, it is about color, hobbies, size, etc.²⁵

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Menengah Atas dan Madrasah Aliyah.(Jakarta: Depdiknas. 2004)
²⁵ nur asyiyah ,Using Cooperative TGT (Team Game Tournament)To Improve Students Competence In Writing Text at The First Grade Of SMAGEMA 45 Surabaya,(Surabaya: IAIN Sunan Ampel Surabaya,2011)

3. Language Features

The descriptive text has dominant language feature, those are:

- a) **Nouns**, such as *student*, *my book*,
- b) **Present tense,** such as a i speak English.
- c) **Adjective,** such astwo handsome boy.
- d) **Action verb**, such as his father repair the car.
- e) **Figurate speech**, such as *she is diligent like her mother*,
- f) **Verb**, such as *believe*, *enjoy*, *happy*. ²⁶

Anderson also gives the explanation that grammatical feature of decriptive text are:

- a) Verb in the present tense
- b) Adjective to describe the feature of the subjecttopic sentence to begin paragraph and organize the various aspect of the description.²⁷

C. Previous Study

In this research, the researcher used the other research. The first previous study, thesis by Bena, Faculty of Teacher Training and Education, Sebelas Maret University, 2010, under the title *An Error Analysis on the Translation of English Noun Phrase into Indonesian of the Fifth Semester Students of the English*

²⁶ Ibid,p.45

²⁷ Anderson, Mark and Kathy Anderson. *Text Types in English 2*. (South Yana. Macmillan Education Australia PTY.LTD.1997),p.26

Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2009/2010. In this research Bena discussed about students' errors in translation of English noun phrase into Indonesian and find out the kinds of errors made by the students in translating English noun phrases into Indonesian in English Department of Teacher Training and Education Faculty Sebelas Maret University.²⁸

The second previous study was by Cucum "Analysis On Translation Of Indonesian Nouns and Noun Phrase Into English", a journal for graduatin program in University Of Indonesia. In this journal the researcher focused on analyzing text from novels. Cucum identified the problems of translation when students translating plural nouns from Indonesia into English, and also explained the cause of the errors.

The third study by Siahaan, English Education, Indonesia University Of education, 2013, she explained "An Analysis Of Students' Ability And Difficulties In Writing Descriptive Texts". This thesis 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

²⁸ Bena Florita Krisetyawati: "An Error Analysis on the Translation og the English Department into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2009/2010" (Surakarta: Sebelas Maret University, 2010),p.4

students' text in terms of schematic structure and linguistic features using systematic functional linguistic.²⁹

The fourth previous study was a thesis by Maghviroh, Graduate Degree in English Education, STAIN Salatiga, 2014, under the title *Students' Comprehension of Noun Phrase Plus Adjective Phrase Toward Students' Writing Skill (A Correlation Research in the Third Semester of English Department Students of STAIN Salatiga in the Academic Year of 2014/2015).* This thesis explained about the significant correlation between students' comprehension of noun phrase plus adjective phrase and their writing skill. The writer used noun phrase, adjective and writing test to know how score the students comprehension of noun phrase, adjective phrase and their writing skill.³⁰

The fifth previous study was a thesis by Purwanti, English Department Education 2013, under the title "Descriptive Analysis Of Grammatical Errors In Writing Descriptive Essay Among The 8th Grade Students In MTS Amal Sholeh Sumogawe, Getasan, Semarang Regency In The Academic Year Of 2012/2013". This thesis described the common errors in descriptive text writing

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²⁹ Junita Siahaan: "An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts" (Jakarta: Indonesia University, 2013), p. 1

³⁰ Siti Umatul Maghviroh: "Students' Comprehension of Noun Phrase Plus Adjective Prhase Toward Students' Writing Skill (Correlation Research in the Third Semester of English Department Students of Stain Salatiga in the Academic Year of 2014/2015)" (Salatiga: STAIN Salatiga, 2014),p.1

and described the causes of errors made by the eighth grade students of MTS Amal Sholeh Sumogawe.³¹

The similiarity between her study and the researcher's study was to find the difficulties inwriting descriptive text, but Purwanti is focused more on gramatical error in writing descriptive essay. But in my research focuses more about the students ability using noun phrase in writing descriptive text using rubric and questionnaire investigate the problems.

The last previous study was journal by Putra, Graduate Degree of Language and Art State University of Padang, under the title *The Students' Ability in Arranging Words Into Noun Phrase With Pre-Modifiers*. In this journal Putra discussed about the students' ability and difficult in arranging words into noun phrase with pre-modifiers. This study is shaped by three main theories. The first theory is about noun phrase, the second theory is about pre-modifier, and the last theory is arranging and devitation.³²

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. The difference of this research from the researchers above is that this research tries to analyze of

³² Alfianda Putra: "The Students' Ability in Arranging Words Into Noun Phrase With Pre-Modifiers" (Padang: University Padang),p.1.

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³¹ Indah Sri Purwato: "Descriptive Analysis Of Grammatical Errors In Writing Descriptive Essay Among The 8th Grade Students In MTS Amal Sholeh Sumogawe, Getasan, Semarang Regency In The Academic Year Of 2012/2013"(Salatiga: STAIN Salatiga 2013),p.1.

students' ability in writing noun phrase in writing descriptive text and give the problems.

