

CHAPTER 1

INTRODUCTION

A. Research Background

In junior high school, English has been taught as the main subject, although the government changed the curriculum in Competence-Based Curriculum KTSP in 2006 to be *Kurtilas* or Curriculum in 2013. In curriculum 2013, learners have to be able to master the four skills; they are speaking listening, reading, and writing. They also have to master components of English, such as grammar, vocabulary, and pronunciation. This research focuses on learners' needs to master writing in the descriptive text as curriculum outlines in the object of this research.

In writing, learners usually find out difficulties to make a sentence. Making grammatical rules implemented. One element of the grammar rules that must be mastered by students is noun phrase. Noun phrase is important for students to make understand other people through expressing their ideas in sentences. In curriculum, learners should be able to express the meaning and applying noun phrases on short paragraph. "The important thing is noun phrase as short as possible in English. Even though the short one, it needs to be explained or define for translator to be sure about their meaning." (John, 2008)

In the EFL context, many learners reported their difficulties in arranging structure form in noun phrase. For example, Ningrum (2015) said that EFL students at the seventh grade of a junior high school in Siduarjo experienced problems in composing noun phrase in a sentence. Similarly, Rukmana (2014) studied students at the eighth grades of an Islamic junior high school in Sukabumi, which found students' errors in using noun phrase. It found some mistakes in noun phrases taken from students' paragraphs. They are included in omission, additions, disordering, and misformation. Another studied by Damayanti (2016) reported that the writer focuses on analysis of noun phrase in the novel of a million Sun. This data analysis can support the analysis of this research, even though there is no analysis in students' ability. However, it can be supported that the study of this research

focusing on noun phrases. From those, there are similar problems in using noun.

Based on the title that researcher have read both in the journal, and mini thesis, the researcher found a lot of title analyzing noun phrase in some kind of texts. But the researcher choose analyzing noun phrase complexity on their descriptive text writing as a research gap to be used differentiator from what the researcher had before such as different instruments, different analysis complexity with table and calculation based on formula by Sudjana (2001), categorized percentage based on Arikunto (2010) and the research analyze and explain the correct of using noun phrase and incorrect of using noun phrase. The content of this research is focus on the element of noun phrase (the head, the pre-modifiers, the post-modifiers of noun phrase) on their descriptive text writing based on Leech et al., (1982). Another differentiation is the researcher interviewed the teacher's target to students. Researcher and teacher want to know the EFL students' ability in using noun phrase on three elements of noun phrase complexity.

From a limited observation, the researcher chooses the students in second grade of junior high school in SMP PGRI 10 Bandung are less in grammar skill especially in noun phrase because they disregard to learn English. They know that learning English is difficult. Some of them try to learn it about basic grammar such as subject, verb, and object, single and plural. The subject quite understands about noun phrase but the object still less understand to write the noun phrase. The noun phrase in phrase "**beautiful girl**" the object has understood about noun phrase used adjective. But the object did not put a determiner "a or an" but the object used word of person. Using pronoun also the object did not put the phrase "**her red hair**" but the object put the phrase "**she hair is red**" another mistake the object put "**she have tall home is gold**" it has to be changed by she has gold tall house. The object used six noun phrases but only two that the answer are right. One of the reason when the researcher asks to object why you are right two answer? the student said that he understand about descriptive text, but the student have not understood about noun phrase or he is still hard to put word to make a noun phrase. The document of students' writing is on the appendixes. To know the EFL students' ability

significantly, the researcher inspires to analyze the EFL students' ability in using noun phrases.

The writer chooses to analyze noun phrase complexity on their descriptive text writing, and noun phrase taught and teacher' target of EFL learners' ability as a research gap to be used differentiator from the previous one. The content of this research focuses on the element of noun phrase (the head, the pre-modifiers, and the post-modifiers of noun phrase) on their descriptive text writing. The researcher and the teacher want to know the EFL learners' ability and problem faced learners in using noun phrase on three elements of noun phrase complexity. Hence the writer has her interest to do a study of **“AN ANALYSIS OF EFL LEARNERS' ABILITY IN USING NOUN PHRASE COMPLEXITY ON THEIR DESCRIPTIVE TEXT WRITING.”**

B. Research Questions

1. How is noun phrase taught to EFL learners' in the classroom?
2. How is EFL learners' noun phrase complexity written in their descriptive text?
3. What is the teacher's targets aimed to build EFL learners able to write noun phrase comprehension?

C. Research Objectives

1. To find out noun phrase is taught to EFL learners' in the classroom
2. To find out EFL learners' noun phrase complexity is written in their descriptive text.
3. To know the teacher's targets are aimed to build EFL learners able to write noun phrase comprehension.

D. Research Significances

The study is expected to give both theoretical and practical importance as the following. Theoretically, the result of this research is expected to be used for either source or material references for anyone who wants to know the EFL learners'

ability in using noun phrase complexity especially in descriptive text and increase extension the knowledge of noun phrase complexity.

Practically, the result of this research is expected to give some contribution and should have good impacts on the teacher, learners, and readers:

1. Teachers, This research is expected that English teachers can know the problem of EFL learners' ability, and solve the problem to increase learners' ability in English learning, especially in noun phrase in descriptive text. From thus, teacher can also give solution to improve their learners' ability.
2. Learners, This research is expected to develop learners' ability in noun phrases in writing descriptive text. It also helps the EFL learners to understand the organization of noun phrase in writing descriptive text.
3. Readers, This research is expected to increase information and knowledge to readers about noun phrases in descriptive text. This study can give information to the readers to know the EFL learners' ability in noun phrases in writing descriptive text.

E. Rationale

Noun phrase defines as a phrase that consists of pronoun or noun including modifiers, such as adjectives, adjective clauses, possessive adjectives, adverbs, determiners, preposition phrases and other nouns in the possessive case (Nguyen, 2010). Noun phrase is important in a text. It can express the writers' feeling, arguments, ideas, opinions thought, and willingness in the form of words in sentence (Reading Instruction Resources, 2018). Based on the lesson plan learners have to make a simple sentence detail in order, other people can get the information. Thus, noun phrase is important in a sentence to make sentence specifically.

This study analyzed how the students' ability in composing Noun phrase in descriptive writing. This analysis results, next, are proceeded to the understanding of factors affecting the students' ability and the process on noun phrase teaching in English classroom. The analysis of students' ability refers to types of noun phrase based on Leech et al. (1982) in the book of English grammar for today stated that like words, phrases could be classified partly by their external function and partly by their internal form. The form means that the way the structure of the phrase

composed of head and modifiers, pre-modifiers tend to be single words and post-modifiers tends to be phrases or clauses.

The results, next are understood with the factors affecting the students' ability. The factors based on Sarah's research (2015) stated that there are a lot of English educators try to know what factors affect learners' ability to get comprehension of function concept and how to know learners' ability gap in the classroom between learners who "get it" and those who "do not get it".

According to Chomsky (1988) in Lin's paper (1999), Chomsky gave an example and argument that Skills or abilities are things obtained through training and experience, as the skills of riding a bicycle. He argued that knowledge of a language cannot be explained in terms of practical abilities or skills at all. Ability is effected by process knowledge and practice. It has explained by Chomsky (1988) concludes that 'is certainly not identifiable with some ability or skill'; for example, children do not fail to interpret object because of some lack of the skill or ability, which they could overcome by more training or practice.

From this rationale, the writer focused on analysis EFL learners' ability in noun phrase writing based on their aim of the lesson plan in material of descriptive text. Jacob and Rothstein cited by Sarah A (2015) assumed that the distinction between aptitude and achievement sometime is not clear, however. IQ scores are affected by educational interventions such as preschool attendance, though one might expect innate aptitude to be invariant to both.

The process of noun phrase teaching is also observed to get a complete understanding of the students' ability. There are some steps to do the task in this instruction as follows: first, ask the students to make a text about descriptive text on a piece of paper. Then it makes two paragraphs to describe a picture that researcher gave and consists of appropriate noun phrases. Finally, they must finish the task in 35 minutes — the data are taken from students' task in using noun phrase that researcher would analyze it. Second, the researcher gives their score and analyze the data. Third, researcher interview teacher's target is aimed to build EFL learners able to write noun phrase comprehension.

F. Previous Studies

There are several previous studies concerning noun phrase use of descriptive text. The result of previous studies is useful references for the consideration in this present study. First, the research by Ningrum (2015) students' ability in writing noun phrase in writing descriptive text at the seventh grade of SMP Bumi Sholawat Sidoarjo. The researcher described students' in writing noun phrase in writing descriptive text and only correct the students' mistake. The students' comprehension of noun phrase that has good qualification is 95.5 %, and the students' comprehension of noun phrase that qualifies is 4.5 %. The researcher stated that in that school has good level generally. Although, the result was good from the research there were some of problem from those research, such as some of students still got difficulties how to make a good word order in arranging words in a sentence. From the result also students got confused in using plural and singular form and differentiate possessive pronoun.

Meanwhile another previous study also still got the same problem to analyses the problem, so how about the teacher's target and lesson plan and how is taught students in the classroom using noun phrase, in this research have not found it yet. Second, the study by Damayanti (2016) research about translation analysis of noun phrase and descript equivalent translation of noun phrase in the novel a million suns. The researcher finds 5317 data or 100% of sentences containing noun phrase belong to equivalent translation, and 0% or none of data belongs to non-equivalent translation. In this research, the researcher focuses on analysis noun phrase in the novel. From this analysis data, it can support the analysis from this research, even though there is no analysis in students' ability. Whereas, it can be supported in analysis in this research focus on noun phrase analysis.

Third, the study by Rukmana (2014) studied about analysis of learners' errors in using noun phrase in their writing. Based on the research findings, it concluded that errors mostly made by learners at eighth grades are 2.59 % of omission error, 22.07% of disordering errors. The causes of noun phrase errors based on this research are lack of writing practices, lack of translation into English. It can more

be good if this research found the resolution the problem to the students' and specifically the students' problem.

The last forth, the study was obtained from Ansarifar, Shahriari, & Pishghadam (2018) who revealed phrasal complexity by graduate and expert writers in applied linguistics. They focused on the using of lengthy noun phrase structures and seeking to write the texts. This study examined some of interest; first, finite dependent clauses, including relative clauses as modifiers, complement clauses controlled by nouns. Second, non-finite dependent clauses including, -ing and -ed participles as noun postmodifiers, and preposition + nonfinite complement clauses as postmodifiers. And third, dependent phrases including attributive adjectives, participles as noun postmodifiers, and preposition + nonfinite complement clauses as postmodifiers. In this research, it is challenging to know another research in the middle class in students' even though the research more basic than this research. Such as using pre-modifier and postmodifier in noun phrase, and preposition in students' junior high school.

From the explanation, it can be concluded that these previous studies have different study focuses but in the same procedure. First, Ningrum (2015) investigate students' ability in writing noun phrase in writing descriptive text. The researcher states that in that school has good level generally. Although, the result is good from the researcher there are some problems, from those research, such as some of the students still get difficulties how to make a good word order in arranging words in a sentence. Second, Damayanti (2016) focus on analysis noun phrase in the novel. The researcher finds 5137 data or 100% of sentences containing noun phrase belong to equivalent translation. Thus, it can support the analysis from this research, even though there is no analysis in students' ability. But it can be supported in analysis in this research focused on noun phrase analysis. Then, Rukamana (2014) analyze about students' errors in using noun phrase in their writing. The finding of error in noun phrase is 2.59 % of omission error, 22.07% of disordering errors. The causes of noun phrase errors based on this research are lack of writing practices, lack of translation into English. It can more be good if this research found the resolution

the problem to the students' and specifically students' problem. And the last from Ansarifar et al. (2018) who revealed phrasal complexity in academic writing: a comparison of abstracts written by graduate learners and expert writers in applied linguistics. It focused on using lengthy noun phrase structures and seeking to write the texts.

Based on previous research, the research found a lot of title analyzing noun phrase in some kind of texts. But the researcher choose analyzing noun phrase complexity on their descriptive text writing as a research gap to be used differentiator from what the researcher had before such as different instruments, different analysis complexity with table and calculation based on formula by Sudjana (2001), categorized percentage based on Arikunto (2010) and the research analyze and explain the correct of using noun phrase and incorrect of using noun phrase. The content of this research is focus on the element of noun phrase (the head, the pre-modifiers, the post-modifiers of noun phrase) on their descriptive text writing based on Leech et al., (1982). Another differentiation is the researcher interviewed the teacher's target to students. Researcher and teacher want to know the EFL students' ability in using noun phrase on three elements of noun phrase complexity.