AN ANALYSIS OF STUDENTS' ABILITY IN WRITING USING NOUN PHRASE ON DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF SMAN 1 PADANG GELUGUR

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Abstract: This research is conducted because the researcher found some problems at the eleventh grade students at SMAN 1 Padang Gelugur in writing. The first problem was some of the students felt reluctant to write in English. The second problem was some of the students had limited vocabulary. And the last problem was some of the students still had difficulties to understand the correct form of using noun phrase. This study aimed to find out the level achivement of students' ability in writing using noun phrase on descriptive text. The design of this research was descriptive quantitative. The population of this research were the eleventh grade students that consist of 111 students. The students were divided into four classes. The number of samples of this research were 27 students. The researcher used purposive sampling technique to determine the sample, because the researcher had some considerations, the reason were: it is because the students have already learned about noun phrase on descriptive text. Then some of the students did not have a good writing noun phrase on descriptive text. To collect the data, the researcher used writing test. There were 3 indicators of noun phrase. They were head, premodifier and postmodifier. Based on the result of the research, it was found that 54,5% of the students had written noun phrase in 'head' correctly. Then it was found that 53,6% of the students had written noun phrase in 'premodifier' correctly. And it was found 53,5% of the students had written noun phrase in 'postmodifier' correctly. In conclusion, the students ability in writing using noun phrase based on those three indicators above was 54% which mean the students ability was in fair level. Therefore, based on the result that has been obtained by the researcher, it is concluded that the students still have difficulties using correct form of noun phrase in writing.

Keywords: Analysis ability, Writing noun phrase, Descriptive text

INTRODUCTION

In studying English, writing is one of skills that is very important to be taught to the students because by writing the students can discover, explore, and organize their ideas. Discover idea means that the students collect their ideas in their mind, exploring ideas means that the students develop their ideas, and the last they organize their ideas to be written form. Through writing, the students can share their ideas to the readers.

According to Smith, writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs and often units of discourse (Smith, 1981). It means that the writers last to be able to write the message that he wants to convey as clear as possible.Writing can be enjoyable activity for some students, and they find it as enjoyable exercise when they put their thought or ideas on paper (Syahrul, 2017/2018).

Based on the curriculum of Senior High School. There were some types of text that should be learned in writing, they were: narrative text, recount text, descriptive text, argumentative text, news item text, spoof, and procedure text. Those types of the text that was taught in Senior High Schools curriculum from the first until the third grade students. Descriptive text is one of the texts that is taught in Senior High School. There are some definitions for this text. Based on Cambridge Advance dictionary, descriptive text is describing something especially in detail, interesting way (Cambridge advanced Learner's Dictionary, 2003). According to Wishon and Burks (Wishon, 1980) description is used to create a visual image of people, place, event unit of time, days, time for day seasons. It may be used also to describe more than the outward apperance of people. It may tell about their traits of character or personality. In addition descriptive text is part of factual genres it is social function to describe particular person, place, and thing.

The purpose in producing a good writing is to make the students understand about how to write a text, combine the idea into a sentence correctly and improve the students' skill in noun phrase. In fact, the students still made mistakes or incorrect sentences. Most of the students make incorrect put in noun phrase. In producing good writing, the students have to understand the structure or grammar in writing.

According to Herndon (Herndon, 1976) noun phrase is something that comes before a verb phrase to make up a sentence. It may consist of some kind of noun-with or without a determiner-or it could be simply a pronoun It means that noun phrase point is a noun where determiners or modifiers can be obmitted.

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 (Vu, 2010).

According to lech, on a book by the title English Grammar For Today (Lech, 1982). The structure of noun phrase has three indicators, they are:

1. Head

   Noun phrase heads are words that function as the heads of noun phrases. Head is a noun concluding a pronoun plus any determiner, modifiers, and complements (Herman Wekker, 1996). Head is divided into 5 which are: a noun, a pronoun, an adjective, an enumerator, genitive phrase. In head, Lech stated that there is structure of noun phrase are very diverse, but the chief the elements are these (Lech, 1982):

   a) The head of a noun phrase were :
   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

2. Premodifiers

Premodifiers are the modifiers which modify the words that follow them in the sentence. Conventionally the adjectives are usually placed before the nouns (Herman Wekker, 1996). So must of the adjectives are premodifiers. Lech stated premodifier is usually realised by adjective.In premodifier, Lech divided that there is structure of noun phrase are very diverse, but the chief elements are these (Lech, 1982):

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

   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

 3. Postmodifier
   Postmodifier is a modifier that follows the word or phrase it limits or qualities. Post modifier is divided into 4 which are: preposition, relative clause, adverb, adjective (Herman Wekker, 1996). In postmodifier, Lech divided post modifier into four structure there were:

   c) The Post-Modifier of noun phrase were (Lech, 1982):
   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

   Based on the explanation above, there are three indicators and elements of noun phrase suggested by some experts. And it can be the data for the researcher to correcting writing test of the students. For example, the students made incorrect sentence in a noun, a pronoun, an adjective, An numerator, Genitive phrase, determiner, relative clause, adverb and adjective.
   Moreover, based on the researcher's preliminary research through observation at SMAN 1 Padang Gelugur, the researcher found some problems in writing. The first problem was some of the students felt reluctant to write in English. It is caused the students fear of making mistakes and feeling like writing has to be perfect the first time around. Another cause for some students' reluctance to write in English, because simply lack of ideas or lack of being able and knowing how to get ideas.
   The second problem was some of the students had limited vocabulary. This problem could make the students not use the right word in writing. So it will be difficult for the reader to know the meaning. And in learning process the students asked the teacher to tell a meaning of a word in English. The students have to choose the appropriate vocabularies to arrange the words, to make sentences and to develop them into paragraphs by using correct grammar, and punctuation. It means that they did not know what the meaning of the words. It showed how the students lack of vocabulary in writing.

The last problem was the students still had difficulties to understand the correct form of noun phrase, the students still confused to write a noun phrase correctly, for example: "Waters Boiling". The sentence was incorrect because water is uncountable noun it must be 'water' and the students have to omit used *s* behind of the noun. The correct sentence was "Boiling Water". This was caused the student's still difficult and did not understand to use the correct form of noun phrase in writing.

Based on the explanation above the researcher wants to find out the level achievement of students' ability in writing using noun phrase on descriptive text. The researcher conducted research under the title An Analysis of Students' Ability in Writing using Noun Phrase on Descriptive Text at the Eleventh grade of SMAN 1 Padang Gelugur. The researcher chose Descriptive text in this research to collected the data, it is because noun phrase is the important part or aspect to make a good descriptive writing for the students. (Marcel Danesi, 2006) said that noun phrase is word that allow you to name and label the person, entities, places, and concept that make up our word. This means noun phrase is the important part to make a good descriptive writing for the students. It can be proved from their writing production which produces many incorrect in using sentences (adjective, noun and adverb) (Roza) . It is needed for the students to arrange their idea to be a paragraph or sentences.

METHOD
This research is a descriptive quantitative research. This research was conducted at SMAN 1 Padang Gelugur. The researcher used writing test as instrument to collect the data. there are four classes of the second grade IPS and IPA students as the population. The total number of the students is one hundred and eleven students. The researcher used the purposive sampling technique to determine the sample, it is because the researcher had some considerations, The reason were: First, it is because the students have already learned about noun phrase on descriptive text. Then, some of the students did not have a good writing in using noun phrase on descriptive text showed by fair of their writing achievement. The researcher chose IPS 6 that consist of 27 students as sample of this research. The researcher analyse the students writing by using the Guide table of noun phrase for correcting the students writing, then finding mean of the data by using Sudjono formula (Sudjono, 2008). The last is the researcher used rating scale to arranged the level by using Arikunto's level (Arikunto, 2008). In analysing the data the researcher consults it with the expert. It means the researcher analyse the data by comparing the opinions of two lecturers and one teacher to make sure the writing test was valid.

FINDINGS AND DISCUSSION
This chapter discussed about findings and analysis the data that was collected from the students' writing test. The researcher had collected the data at the eleventh grade students of SMAN 1 Padang Gelugur. The data presented to answer the research questions: What is the level of students ability in writing using noun phrase on descriptive text?

The researcher collected the data from the students writing test. The students were asked to write about "Best Friend". The students were given 45 minutes to write two or more paragraph about the topic. Acording to Lech (Lech, 1982) there are three indicators in writing noun phrase to see the students ability in writing using noun phrase, first the indicator of "head" of the noun phrase, second the indicator of "pre modify" (pre modifier), then the last is indicator of "post

modifier". The researcher used three indicators based on Lech indicator to see the students' ability in writing using noun phrase. The data below is the distribution of students' ability in writing using noun phrase:

Table 1. The level and percentages of students' in writing using noun phrase

No	Indicator of noun phrase	Number of students	Total correct of noun phrase	Total incorrect of noun phrase
1	Head	27	108	90
	percentage		**54,5%**	45,5%
2	Premodifier	27	102	87
	percentage		**53,6%**	46,4%
3	Postmodifier	27	114	99
	percentage		**53,5%**	46,5%
	Sum ($\sum x$)		161,6%	138,4%
	Mean (Mx)		**53,86%**	46,14%
Level of students' ability in writing using noun phrase			54%	fair

The table above shows the percentage and level of the students based on those indicators. The indicators were divided into three which are: head, premodifier, and postmodifier. The total correct phrase of "head" is 108, and for the total incorrect phrase is 90 from 27 students, and it was found that the percentage of the students were 54,5%. The total correct phrase of "premodifier" is 102, and for the incorrect phrase is 87 from 27 students, and it was found that the percentage of the students in indicator of "premodifiers" were 53,6%, and the last is the total correct of "postmodifiers" is 114 and 99 for the total incorrect phrase from 27 students, and it was found that the percentage of the students in indicator of "postmodifier" were 53,5%.

Moreover, it was found that the students ability in writing using noun phrase based on three indicators was in fair level. In conclusion, the students ability in writing using noun phrase based on three indicators were : head, premodifier, and post modifier were 54% was in fair level. Thus, it indicated that many students still had difficulties in writing the correct form of noun phrase, because there were some students who write correct phrase and incorrect phrase of noun phrase but, the result of the study show that the students' ability in writing using noun phrase on descriptive text at the eleventh grade of SMAN 1 Padang Gelugur was in "fair" level.

CONCLUSIONS AND SUGGESTION
Based on the findings and discussions above, it was found that the percentage and level of students' ability based on those three indicators successively were: 54,5%, 53,6%, and 53,5%. Overall, the percentage of students' ability in using noun phrase on descriptive text was 54%. It means that the students' ability in writing using noun phrase on descriptive text at SMAN 1 Padang Gelugur was in 'fair' level. In conclusion the students were still difficult to write the correct form of noun phrase on descriptive text.

Based on the result of the research, the researcher would like to offer some suggestions to the teachers and the students to improve the students' ability in writing using noun phrase on descriptive text. The suggestion are: for the teachers, they should give more attention about the students' writing. Then, the teachers give clearer explanation about noun phrase structure especially in descriptive text. Next, for the students, they should do more practice their skill in English especially in noun phrase. The students should be increase their skill in writing. Then, the students are suggested to do more active in learn English in witing especially in noun phrase form because noun phrase is one of important things for good writing.

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