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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing

Writing is an important skill to be mastered in learning English as a foreign language. Writing enhances language acquisition as students experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thoughts, it is actually a prerequisite to master other language skills.

There are some definitions of writing stated by experts. Writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium (Nunan, 2003, p.88). On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers are also called the audiences, who need to have ideas expressed in certain ways. Writers should choose the best form for their



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writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Elbow (in Brown 2001, p.337), writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. It is an activity that encourages thinking and learning to motivate communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

From the description above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

a. Writing Ability

Thurston in Al Rufai (1969, p.38) explains that an ability is a character by what an individual can do. According to Hughey (1983), “writing ability is the sum of our abilities to link words and thoughts in order to express



ourselves in the most complex of medium”. In line with the statement above, Melgis (2012) stated that writing skill refers to a specific skill that helps writers to change their ideas into words in meaningful form and interact with the message. Thus, writing ability is an ability to put someone’s ideas into form of words which are meaningful and comprehensible to readers.

Besides, in writing, there are some aspects that have to be considered. Brown (2004, p.221) has summarized all those aspects into two main skills; they are micro skills and macro skills of writing. Micro skills mean students can produce graphemes and orthographic patterns of English, produce writing at efficient rate of speed to suit the purpose, produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems (e.g. tense, agreement), patterns and rules, express a particular meaning in different grammatical forms, and use cohesive devices in written discourse.

Meanwhile, macro skills mean use the rhetorical forms and conventions of written discourse, appropriately accomplish the communicative functions of written texts according to form and purpose, convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, distinguish between literal and implied meaning when writing, correctly convey culturally specific references in the context of the written text, and develop and use a battery of writing strategies,



such as accurately assessing in the first draft, using paraphrase and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, micro skills apply more appropriately to imitative and intensive types of writing performance in which the students tend to describe about the mechanic of writing and at the level of word, such as cohesive devices, past verb, etc. On the other hand, macro skills cover wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning of writing, etc. Thus, it is not only about a word but it is about the whole written text.

b. Writing Process

Writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer should be able to structure and integrate information into cohesive and coherent paragraphs and texts. Richard and Renandya (2002, p.303) stated that the skills involved in writing are highly complex. The writers have to pay attention to higher level of skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

In addition, Ghaith (2002) stated writing is most likely to encourage thinking and learning when students view writing as a process. Teachers need

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to understand that writing is a recursive process, and that every writer uses the process in a different way, so that students experience less pressure and more willing to experiment, explore, revise, and edit.

According to Zemach and Rumisek (2005), writing process goes through several steps to produce a good written product. There are some sub-activities to be taken in producing the text. It is more than just putting words together to make sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process. There is a similar view from Nation (2009) which states that one way of focusing on different aspects of writing is to look at writing as a process. It means that writing process contains several sub-processes which are imperatively united as an outline for students to begin and finish their writing.

Writing process, further, incorporates some stages structurally. Harmer (2007, p.326) stated that the stages on writing are planning, drafting, revising, and final drafting. Writing process as a classroom activity that incorporates those four basic stages is seen as a recursive process. It has cycle which integrates among stages. It can be seen as a process wheel in which it clearly shows the directions that the writers may take during their process in writing.

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Figure 1. The wheel process of writing taken from Harmer (2007, p. 326)

In Figure 1, Hamer compares writing to a “wheel.” Writers move not only around the circumference of the wheel but also across the spoke, which means writers revisit a certain stage as well as move from a planning stage to final draft stage. In the classroom, planning presupposes that students obtain new writing ideas through brainstorming, group work or note-taking in order to avoid the well-known writer’s block. Drafting entails choosing and sequencing the optimal ideas to be included in the piece of writing. Then, editing means putting everything together in a coherent and cogent manner whereas revising asks the learners to check their written work one more time for the sake of crossing out any possible inadvertences. Although paying attention to writing as a process is a time-consuming activity, it is quite helpful when teachers require students to decide together on the stages of composition even before engaging in planning writing. Mention has to be made of the fact that, in reality, the stages of writing are never linear.

Therefore, writing is never a one-step-action; it is a process that has several steps. According to Blanchard and Root (2003), there are at least three steps involved in a writing process.



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Step one: Prewriting

Thinking about the topic and organizing ideas.

Step two: Writing

Using the ideas to write a first draft.

Step Three: Revising

Improving what have written.

Based on the definition above, the researcher concludes that writing is a process in which the writer is required to use some variables of writing, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation at the same time in order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message.

c. Teaching Writing

According to Brown (2007, p.8), teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand. In addition, he states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In conclusion, teaching is an activity that cannot be separated from learning and also means enabling someone to acquire information or skill and it can only happen when there is someone who learns.



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Teacher plays an important role in the teaching and learning process of writing. The function of teacher in the classroom is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively (Havighurst, 2017). Besides, Harmer (2001, p.261) stated although the teacher needs to deploy some or the entire usual role when students are asked to write, the ones that are especially important are as follows:

1. Motivator

One of the teacher principal roles in writing task will be to motivate the students, creating the right condition for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit. This may require special and prolonged effort on the teacher part for longer process-writing sequences.

2. Resource

Especially during more extended writing task, teachers should be ready to supply information and language where necessary. Teachers need to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups.



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3. Feedback provider

Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teacher should choose what and how much to focus on based on what students need at this particular stage of their studies, and or the tasks they have undertaken.

d. Writing Assessment

The students' ability in writing descriptive text can be measured by using writing assessment. Assessment is the gathering of information about students' learning. It can be used for formative purposes to adjust instruction or summative purposes: to render a judgment about the quality of students' work. It is a key instructional activity, the teachers engage in it every day in a variety of informal and formal ways. Assessment of students' writing is a process. Assessment of students' writing and performance in the class should occur at many different stages throughout the course and could come in many different forms.

Writing assessment can be used for variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs. Given the high stakes nature of many these assessment purposes, it is crucial that assessment practices be guided by sound principles to insure

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that they are valid, fair and appropriate to the context and purposes for which they designed. This position statement aims to provide that guidance.

Then, to assess students' writing descriptive text, the researcher used assessment adopted from teacher's assessment, it is shown in the following table:

Table II.2
Assessment Aspects of Writing Descriptive Text

No	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization: Identification Description				
3	Vocabulary				
4	Language Features: Action Verb Transitional word Present Tense				
5	Spelling and Punctuation				
Maximum Score		20			

Explanation of score:

1= Incompetent

2 = Competent enough

3 = Competent

4 = Very competent

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum Score}} \times 80$$



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2. Noun Phrase

A noun phrase (abbreviated NP) is a phrase whose head is a noun or a pronoun, optionally accompanied by a modifier set. A noun phrase can be defined as a phrase that may occur within one single word or phrase with a noun as a head. In fact, some noun phrases do not consist of the noun at all, for example, *the box* (Greenbaum & Nelson, 2002, p. 53).

The noun phrase (NP) is the main construction which can appear as subject, object, or complement of a clause. It consists essentially of a noun or noun-like word which is the most important constituent of the phrase; *a fat cat, the horses in the stable, the poor*, etc. Sometimes the noun appears alone in its phrase (*cats are nice*). More often, it is accompanied by one or more other constituents, some of which are themselves fairly complex syntactic units in their own right. As a result, noun phrase are more varied in their construction than any other kind of phrase in English.

According to Greenbaum & Nelson (2002), there are four elements of noun phrase. The first is head. Head is the most important constituent, around which any other constituents cluster. It is the head which controls any agreement with other parts of the sentence. The head of the noun is obligatory; it is a minimal requirement for the occurrence of a noun phrase.

The second is determiner. Determiner appears before the noun. This constituent decides ('determiner') what kind of noun is in the phrase. In particular, whether it is definite or indefinite, proper or common, count or



non-count. Words such as *a*, *those*, *some*, and *any* are determiners. It is not essential for a noun phrase to have a determiner (for example, proper nouns do not take one), but most noun phrases do, and the commonest determiners (*the* and *a*) are among the most frequent words in the language.

The determiners can be the centre of its own cluster of words which share in the expression of quantity. In the present approach, those which appear before the determiners are called *predeterminers*; they include *all the people*, *half the money*. Those which immediately follow the determiner, preceding any adjectives which may occur, are called *postmodifiers*; they are chiefly the numerals (*my three fat cats*, *the second big party*) and a few other quantifying words (such as *many* and *several*)

The third is premodification. A pre-modification is the element of a noun phrase that occurs before or precedes the head of the noun phrase. A pre-modification consists of a number of word classes in a specific order: an identifier-numeral/quantifier-adjective and noun modifier. The identifier includes articles; definite (*the*) and indefinite (*a*, *an*) articles and genitives such as *his*, *her*. The next pre-modification is a numeral and quantifier. The numeral that may occur with the noun phrase is an ordinal or cardinal number; the occurrence of the ordinal number in a noun phrase, *her first step* may be combined with other elements for example *the first few hours*. The cardinal number, *two days* and *one bottle* may occur with an ordinal number, for example: *the second five days*, even though their occurrence is rare. Their

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function in a noun phrase is commonly as an attribute. Whereas, quantifiers are *some, many, several, much, no, few, little, all, every, each, most* and *any*, they occur as specifies in noun phrases. In addition, the quantifiers may be the head of a noun phrase when it occurs in a partitive noun phrase construction, for example *some of the problems*; *some* is the head while *of the problems* is a complement.

The third pre-modification is an adjective phrase, for example *a big house*. Next, a verb phrase is also a pre-modification of the noun for example *two well-planned aggressions and a ringing bell*. The last pre-modification is a noun modifier. The noun's function is to modify a head noun. It can be a complement or an attribute of the noun for example *the mathematics students* and *wool scarf*. In conclusion, a pre-modification means modifier that stands before the head noun. Pre-modification can be an identifier, numeral, adjective phrase and noun modifier.

The forth constituent of noun phrase is postmodification. They are a clause, prepositional phrase, adverb phrase and adjective phrase. Their function in the occurrence of the noun phrases is as a complement or an adjunct. The first type of a post modifier is a clause. It is the part of a noun phrase that refers back to a head whether to complete the meaning (as a complement) or to give detailed information about and specify the head (as an adjunct). This is the example, *the man who I saw yesterday*. The relative

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clause, *who I saw yesterday*, refers to the person identified by the word *man* as the head of the noun phrase.

A prepositional phrase always occurs as a post modifier of the noun phrase which functions as a complement or an adjunct. In the noun phrase, *the man after me*, the head is *man*, the determiner is *the* and the post modifier is the prepositional phrase.

An adverb phrase is also a post modifier of the noun phrase. It occurs to give information about time, for example, *the morning after* and place, for example, in *the room above*. A rarely occurring post modifier is an adjective phrase. It usually appears as a post modifier if the head is a pronoun, for example, *somebody strange*. The adjective phrase normally does not function as a post modifier except several phrases derived from French such as *blood royal* and *heir apparent*.

a. Understanding of Noun Phrase

Understanding is a relation between the knower and an object (Bereiter, 2002). Understanding implies abilities and dispositions with respect to an object of knowledge sufficient to support intelligent behavior. In all these practical cases, deep understanding means understanding deep things about the object in question, which in turn implies deep and extensive involvement with the object. Regarding to the statement, Reid (1996, p.74) stated understanding is intimately bound up with ability to act intelligently in relation to the theory.



According to Ibad et.al (2014, p.2), students' understanding of noun phrase could be seen as follows:

1. The students could identify the elements of noun phrase.

There are 4 elements of noun phrase, namely; head, determiner, modifier, and post-modifier. Head of noun phrase has a function to control any agreement with other parts of sentence (Easwood, 2002). Determiner of noun phrase is specifying the noun phrase by giving the recipient information about quantity, frequency, place and many more. Modifier is an element which its function is to modify the noun. Meanwhile, the post-modifier is an element which appears after the noun.

2. The students could identify the function of noun phrase.

Same as the elements, noun phrase also has 4 functions. They are subject, object, complement, and adverbial (Easwood, 2002).

b. Elements of Noun Phrase

According to Greenbaum & Nelson (2002, p. 48), the elements of the typical noun phrase may be represented schematically in the following way, where the parentheses indicate elements of the structure that may be absent:

1. Head

Head is the most important constituent, around which any other constituents cluster. Head has to control any agreement with other parts of the sentence (Easwood, 2002). The head can stand alone but more

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commonly is surrounded by other constituents that either precede (determiners, pre-modifiers) or follow (post modifiers) the head. The important role of the head is to control the agreement with the other segments of a sentence (Vlkova, 2013, p. 24).

2. Determiners

Determiners specify the noun phrase by giving the recipient information about quantity, frequency, place and many more. The determiner appears before the noun. This constituents decides ('determines') what kind of noun is in the phrase – in particular, whether it is definite or indefinite, proper or common, count or non-count. Words such as *a*, *those*, *some*, and *any* are determiners. It is not essential for a noun phrase to have a determiner (for example, proper nouns do not take one), but most noun phrases do, and the commonest determiners (*the* and *a*) are among the most frequent words in the language.

The determiners can be the centre of its own cluster of words which share in the expression of quantity. In the present approach, those which appear before the determiner are called *pre-determiners*; they include *all* the people, *twice* the cost, *half* the money. Those which immediately follow the determiners, preceding any adjectives which may occur, are called *post-determiners*; they are chiefly the numerals (*my three* fat cats, *the second* big party) and a few other quantifying words such as *many* and *several*



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3. Modifiers

The noun phrase may have more than one pre-modifier or post-modifier: Pre-modification comprises any other words appearing between the determiner and the head noun – mainly adjectives or adjective-like words. In the phrase *those lovely old French wooden spoons*, everything between *the* and *spoons* is said ‘pre-modify’ the noun. (In some grammars, the notion of pre-modification is broader, and includes *everything* in the noun which appears before the head, including the determiner and its satellites.)

4. Post-modifier

The post-modification comprises everything which appears in the phrase after the head. The chief types are prepositional phrases (*the car in the garage*), finite clauses (*the film that I saw*), and nonfinite clauses (*the new car parked outside*). Adverbs and adjectives are also sometimes used to ‘post-modify’ the noun, as in *the journey home* and *something different*.

c. Function of Noun Phrase

The following is a brief list, with illustrations, of the functions of noun phrases (Eastwood, 2002):

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Table II.3
Functions of Noun Phrase

Function	Example
Subject	<i>Security guards</i> set a trap <i>The people in the bus</i> escaped through the emergency exit.
Object	They are testing <i>some new equipment</i> . The stewardess alerted <i>the pilot</i>
Complement	The performance was <i>a test of their physical endurance</i> . The cost of a bottle was <i>17 pence</i> .
Adverbial	The term finishes <i>next week</i> .

3. Noun Phrase and Writing

Noun phrase plays a key role in providing the language structures. The use of noun phrase can demonstrate students' understanding of particular language structures that enhance academic texts as well as their ability to utilize them in writing (Cooper, 2013, p15). Ravid (as cited in Cooper) revealed noun phrase is one of the indicators of increased linguistic sophistication in writing, such as one study that measured the use of noun phrase in the writing of different age groups from older elementary school children to young adults.

Taguchi et.al (2013, p.428) stated noun phrase had a tendency to contribute to writing quality. They said the best indicators of writing quality included features such as noun phrase complexity (number of words before main noun) and lexical diversity, again lending support to the claim that complexity measures beyond the clause level are relevant indicators of writing proficiency in English.



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According to Biber et.al (in Lan, 2015), noun phrase tends to be the most important linguistic features in academic writing. It is because students who know much about noun phrase, they can write essay longer than students who do not know much about noun phrase. Students who can use complex noun phrase by combining different types of noun modifiers tend to have higher writing proficiency.

Dealing with the statement above, Ibad et.al (2014) stated when the students are able to construct a noun phrase correctly, they will have a good sentence construction. Moreover, by understanding the function and element of noun phrase, students can be helped to make a sentence correctly either in writing or in speaking.

4. Descriptive Text

a. Definition of Descriptive Text

According to Juliant (2014), descriptive text is a text to describe a particular person, thing or place specifically. Its purpose is to tell about the subject by describing its features without including personal opinions. Thus, a description essay is the one describes a person, place, or object. Another expert, Plooger proposed that a descriptive text is used to add details about something physical: a person, place, or thing. This method uses sensory language, that is, words that appeal to the five senses (Ploeger, 2000) such as sight, hearing, smell, taste, and touch. From some



definitions above, the experts have same concepts or similar concepts about descriptive text itself, they said that a descriptive text is to describe something like a person, place, or object.

The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate and future reference, and allows teacher to know them either objectively or subjectively, depending on the learning area or intent of the writer. Describing is also a central feature of narrative texts providing the means for developing characterization, sense of place and key themes.

b. Types of Descriptive Text

Based on the explanation above, the researcher concludes that there are three types of descriptive text:

1. Description of a Place

The best way to describe a place is to show someone the actual place or to take a picture of it or just give the characteristics of the place. For example, if the place is a home or a room, it is important to give clearly picture of the size and arrangement of the space involved. Therefore, in describing a place, the writer should take considerations of (a) the location of the object of the place should be clear, (b) the

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details should be arranged logically and systematically so that it is easy for readers to imagine the objects in their minds, and (c) controlling idea, this is the most important in writing process, because if the writer has a strong controlling idea it can give the paragraph focus. The grammatical is used in describing a place is subject-verb agreement and as a notice that since the selection describes an area that now exists, all the verbs are in the present tense.

2. Description of Person

In describing of person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. In describing a person, however, the writer is not obliged to give every single detail about a person's appearance. The writer can focus on one or two striking features that convey something about the person's character. Details in descriptive paragraphs are organized spatially to give the reader a clear picture, clarifying the spatial relationship helps the writer to achieve coherence paragraph.

3. Description of a thing

In describing a thing, the writer can describe how the thing looks alike, the shape of the thing itself, the color, smell, etc. The writer should give the clear description about the thing in order that the readers do not get confused when they read the description.

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c. Function and Purpose of Descriptive Text

Some definitions of descriptive text have been proposed by some experts with the similar concepts between each other's, after knowing about the concepts, the functions, and the purpose of descriptive text, here is the researcher would like to give some functions and purposes of descriptive text.

Descriptive writing has function to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Its function is almost the same as the concept of descriptive text itself, whereas, the purpose of description is to present the reader with a picture of a person, subject, or setting. Therefore, there are some elements of description:

1. *Concrete details*. A concrete detail is a specific description that supports, reflects, or expands a writer's attitude or purpose.
2. *Images*. An image is a concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five senses (sight, sound, taste, touch, and smell).
3. *Similes*. A simile is a comparison, using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect.

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d. Characteristics of Descriptive Text

A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristics of descriptive text such as:

1. Using figures of speech (see, hear, taste, smell, touch). In this way the description will appear alive and interesting.
2. Using vivid picture is to make the description clear and realistic.
3. Using variety of words. It means that the use of variety of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feeling.
4. Using any details. If the writers want to describe an object. They should not describe just its physical features but also its habit, its characteristics and its relationship.
5. Using the simple present tense.
6. Using adjective to describe the feature of the subject.

e. The Schematic Structure of Descriptive Text

The schematic structure of descriptive paragraph consists of identification and description. Identification mentions phenomenon to be described, while the description describes the parts, the qualities, and the characteristics of what have been described.



B. Relevant Research

There are a lot of previous researches regarding this topic. First, the research was conducted by Ge Lan. The design of her research was correlation. The title of her research was investigating the Relationship between Second Language Writing Proficiency and Noun Modifications. The research was conducted in 2015 at Northern Arizona University with 84 students. Her research question was “to what extent, do students having different L2 writing proficiencies differently use the 12 noun modifiers in the developmental index of L2 writing in their essays?” She found that students with higher L2 writing proficiency were able to produce longer essay and they could use much noun modifiers in their essays. And she concluded that there was a significant correlation between writing proficiency and noun modification.

Second, the research was conducted by Maghviroh Siti Umatul. The design of her research was correlation. The title of her research was Comprehension of Noun Phrase plus Adjective Phrase toward Students’ Writing Skill (A Correlational Research in the Third Semester of English Department Students of STAIN Salatiga in the Academic Year of 2013/2015). In her research, she tried to find out students’ comprehension of noun phrase plus adjective phrase towards their writing sentence. In her research, she found out there was a significant correlation between students’ comprehension of noun phrase and adjective phrase towards their writing sentence.



C. Operational Concept

Operational concept is the concept which is used to clarify the literature reviewed in order to avoid misunderstanding and misinterpretation. In planning the research, the operational concept can be formulated into particular words to get easy in measuring the research operation. There are two variables used, they are variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to students' understanding of noun phrase and variable Y refers to students' ability in writing descriptive text

The indicators of variable X (students' understanding of noun phrase) were taken from Greenbaum & Nelson (2002), and Easwood (2002) as shown below:

1. Students are able to identify the head of noun phrase
2. Students are able to identify the determiner of noun phrase
3. Students are able to identify the modifier of noun phrase
4. Students are able to identify the post-modifier of noun phrase
5. Students are able to identify the subject
6. Students are able to identify the object
7. Students are able to identify the complement
8. Students are able to identify the adverb



Meanwhile, the indicators of variable Y (students' ability in writing descriptive text) were taken from syllabus as shown below:

1. Students are able to write based on the topic given
2. Students are able to put organization of descriptive text; *identification* and *description* in their writing descriptive text
3. Students are able to use appropriate vocabulary in their writing descriptive text
4. Students are able to use language features; *action verb*, *transitional word*, and *present tense* in their writing descriptive text
5. Students are able to use spelling and punctuation correctly in their writing descriptive text

D. Assumption and Hypothesis

1. Assumption

- a. Students who understand more about noun phrase are assumed easier to write descriptive text.
- b. Students who do not understand about noun phrase will get difficulty in writing descriptive text.

2. Hypothesis

- a. Null Hypothesis (Ho):

There is no significant relationship between students' understanding of noun phrase and their ability in writing descriptive text.

b. Alternative Hypothesis (H_a):

There is a significant relationship between students' understanding of noun phrase and their writing ability in writing descriptive text.

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