

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Relevance Theories

In this chapter contains about the all of the theories related about the research. Furthermore, the theories can support the research about the writing and part of speech. Thus, the researcher will explain the related theories in this chapter

##### 2.1.1 The Definition of Writing

Writing is the process of writers to express, organize, and think their ideas into a statement or paragraph. Through writing, the people can communicate to others. They can share their ideas, information and opinion. According to Brown (2001) cited by Rozimela et al (2013: 3) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. Based on the theory above, it can be summarized that writing is the peoples' ways to send the opinion to others. To develop the opinion is not easy, the people should have the critical thinking in order to the reader can understand about the ideas that the writer share.

According to Harris (1997:38) the students can use writing to express their ideas, opinions, realities, and point of view. People can communicate a variety of messages known readers or unknown readers by writing. In line with statement above, it can be describe that without speaking, the people can also communicate to others by

using writing. Through writing, the writer can share anything that they want to share to the readers.

In addition, In addition, Oshima and Hogue cited by Fadhliatul, ( 2016 ) give their idea that writing is not easy. It takes study and practice to develop this skill. It means that, in writing text, the writer should master the process and the steps of writing to get a good writing.

In line with the statement above, it can be described that writing is an act to channel the ideas become a statement or paragraph that can give information to the readers. It is the difficult thing that the writers have, because to give the information to the readers are not easy. Further, the writers should pay attention on the content, grammar, vocabulary, punctuation, and mechanics when doing the writing activity. They need the rules to achieve it. It will help the writers improve their skill in writing.

From the ideas above, it can be concluded that writing is the writers' ways to give informations to the readers. Then, writing is an essential aspect of interaction on language teaching beside reading and speaking. It is an important means of communication and skill to master. To master the skill, the writers should develop their skill in writing. The development of the writing skill needs the accurate use of grammar and a good vocabulary or linking the written word. Then, the writers should have a good critical thinking to put on all of their aspirations into a paragraph or essay. In this research, the researcher conducted the research by analyse the students' writing in

descriptive text. The researcher asked the students to write the descriptive text, after that the researcher analysed the part of speech based on the result of students' writing.

### **2.1.2 The Nature of Descriptive Text**

A descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick(1987:227) states, the writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader. Based on definition above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense.

In this research, the researcher asked the students to write descriptive text. The students were asked to choose one of the topics. The topics are person, place, and thing. After that the researcher was be analysed.

### **2.1.3 Part of Speech**

Part of speech is the categories of word or kinds of words. In English, there are eight parts of speech. They are nouns, pronouns, verbs, adverbs, conjunctions prepositions, interjections, and articles. In writing the text, the writer cannot be separated from the words categories. According to skill team from University of Hull, they define perfectly about part of speech and all aspects inside it. Those definitions from that particular paper work will be used as a foundation theory in this research.

In addition, according to Capella University Parts of speech are sentence elements that worked together to make up a sentence. Just as a car is not a functioning car without all of its synchronized parts working together, a sentence is not a functioning sentence without the correct usage and combination of its essential parts of speech. The difference is that not all basic sentence parts—or parts of speech—have to be included all of the time to actually make up a complete and functioning sentence, but its parts do have to work together accurately for a writer to convey his or her intended ideas. The basic parts of speech include: Noun, Pronoun, Verb, Adjective, Adverb, Preposition, and Article.

Based on explanation above, it can be described that part of speech is the kinds of word. A language has a function to describe the language that we want to deliver for the listener we want to talk. Grammar comes after that to give a correct and a proper way to use the language correctly. Thus, it means that grammar has a function to give a correct way in using language.

All words in a language should have a function or a purpose. The exception to this is much of the spoken language we use where some words are often included which have neither meaning nor function other than to make the utterance longer. Every single word should have a function in the language. Except for the spoken language, some words are put in the sentence in a purpose for making it longer, it doesn't has a big impact if that particular word is not put in the sentence.



For the example:

Some of those examples are:

To miss (out on)

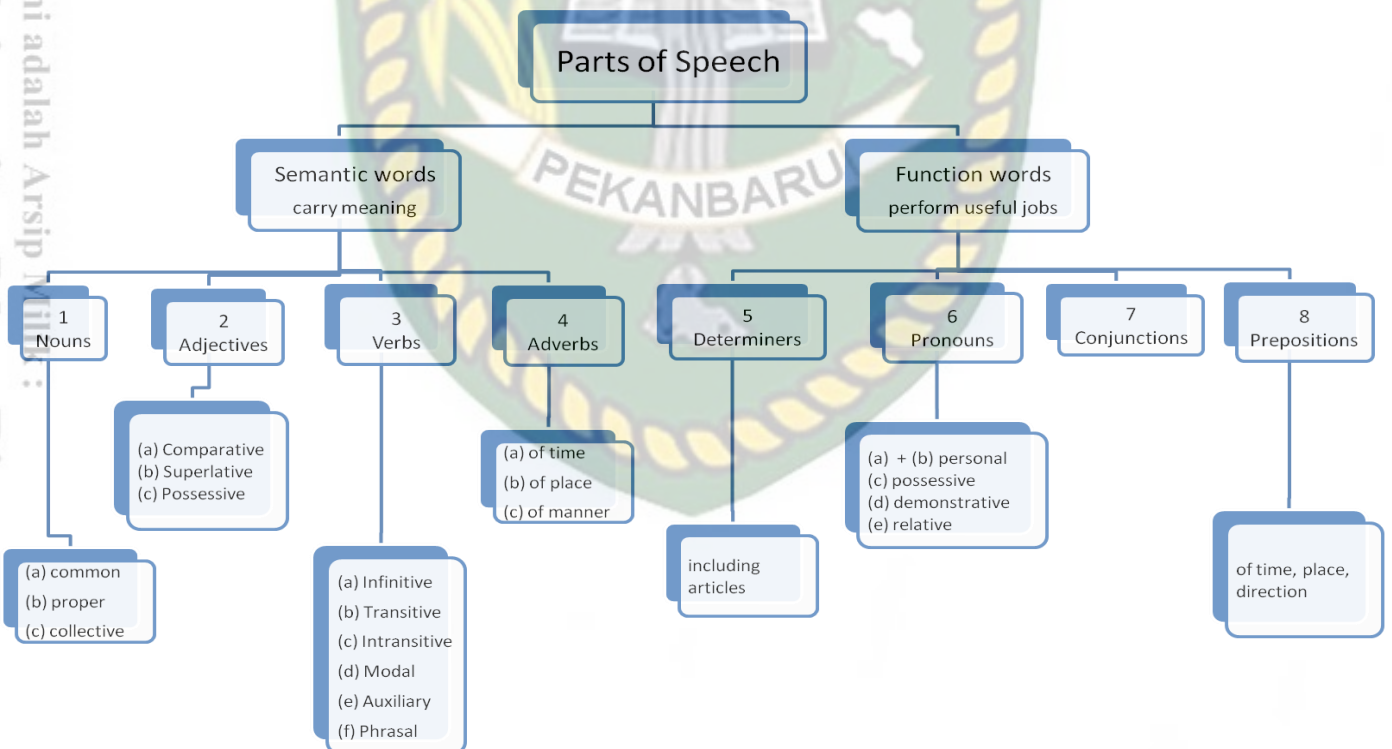
To head (up) a team

To meet (up with)

(up) until To listen (up)

To start (off) and many, many more.

In this case, the various functions of words in the formal written and spoken language is called 'part of speech'. The diagram below shows the definition and the function of each part of speech, also with the example and concept.



Crystal D. (1997) *The Cambridge Encyclopedia of Language* Cambridge : C.U.P. p. 94

### 2.1.3.1 Part of Speech (Noun)

In the first year of school, we have known by the teacher that Noun refers to a person, place, or thing that visible and also touchable. On the other hand, noun also has meaning like qualities, feelings, concepts, activities, and measures. A noun is a word describing who or what in a sentence—it can be a person, place or thing. Remember, a “thing” can be anything—an animal, a device, a point, an object, an event, and so on. A noun is usually an essential part of any basic sentence. It’s typically who or what the sentence is about, but other nouns are often also included in longer or more complex sentences.

#### 1. Noun Examples:

- **Larry** smiled.
- **Larry** smiled at **Isabel, Kevin**, and their two **dogs, Trevor and Lance**.
- **Trevor and Lance** were watching a **show** on **Animal Planet**.
- **Alaska** is home to many interesting **creatures**.
- That plain red wooden **chair** in the **corner** is a priceless **antique**.
- The **iceberg** was massive underneath the **water**.
- **Austin, Texas** is known as the “**Live Music Capital of the World**,”<sup>i</sup> but the **New York Times** created controversy when it referred to it as the “**Live Music Capital of the South**.”

Noun has the main function in the sentence. It is the object that usually became the centre of the sentence. Based on the example above, there are two kinds of noun. They are;

- A proper noun names a particular person, place or thing, and the first letter of a proper noun is always capitalized. From the examples listed above, **Larry, Isabel, Kevin, Trevor, Lance, Animal Planet, Alaska, Austin, Texas, “Live Music Capital of the World,” New York Times, and “Live Music Capital of the South”** are all proper nouns

- Common nouns are not specific and don't require capitalization. From the examples listed above, **dogs, show, creatures, chair, corner, antique, iceberg, and water** are all common nouns.

#### 2.1.3.2 Part Of Speech (Verb)

Verb is known as the action word to express some action that is used in sentence. Verb has a correlation with subject and usually used to express the action that happen in the sentence, Action verbs show the action of a sentence. Some action verbs are runs, studies, works, and fixes. Verbs that express a state of being generally link to the subject words that describe or rename it.

A verb is a word used in a sentence to explain what a noun—a person, place, or thing—is doing or to explain what's being done to a noun. It's usually an action word, but a verb or set of verbs can also explain an emotional/physiological response or action, (like “feel”) or a mental action or state,(like “think”) or a state of being, which may not typically be noticed or seen by others. For instance, the

word “exist” is a verb that can be used to explain what a person, place, or thing is doing even though such a word might not automatically come to mind when trying to think of a true action word. However, “exist” can be used to explain the state of being of a noun or noun phrase—even though it’s not necessarily an obvious or observable action.

In addition, verb also has the main part in the sentences that determine the action of the subject in the sentence. Verb has to put correctly in the sentence based on its function, because if we put the verb incorrectly in the sentence, the meaning of that particular sentence will be determined wrong by the reader or listener.

At this point it is important that you be able to recognize verbs so that you can determine whether sentences are complete. All sentences have at least one verb; many sentences will have more than one verb. Verbs may appear singly or in phrases. Stacy submitted her application to become a management trainee. (Action verb) Her résumé is just one page long. (Linking verb) She has been training to become a manager. (Verb phrase) Stacy feels bad that she will be leaving her current colleagues.

1. Verb Examples:

- Larry **exists**—his spirit **haunts** the motel every night.
- Boris **practices** everyday in preparation for the tour.
- Shots **hurt**. / Loss **hurts**. / Rover hurt the kitten when he **licked** its little ear.



- When Katya first **arrived** in Roswell, New Mexico, she **noticed** a shooting star in the sky.
- I **produce** short training films for my organization.
- Sonja says she **transcends** her physical being during yoga.
- The television **exploded** while we were on vacation—I thought I had **switched** it off right before we **left**!

## 2. Verb Forms :

Five factors come into play when determining what form a verb should take in a sentence: person, number, voice, mood, and tense. These are known as verb properties.

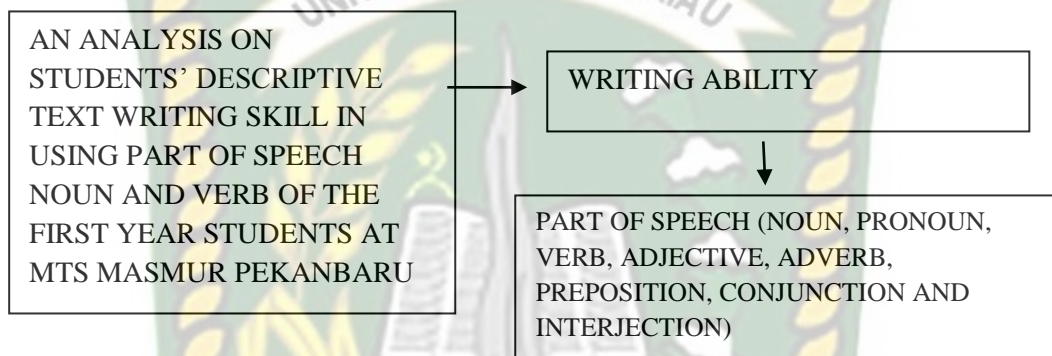
**Table 2.1 Verbs Properties**

<b>PERSON</b>	<p>Verbs are in the same person as the subject or noun/noun phrase. Examples:</p> <ul style="list-style-type: none"> <li>➤ I <b>am</b> planning to go to the museum. (First Person)</li> <li>➤ You <b>are</b> planning to go to the museum as well. (Second Person)</li> <li>➤ o Jeffrey <b>is</b> planning to go with us to the museum. (Third Person)</li> </ul>
<b>NUMBER</b>	<p>Verb forms match subject numbers/quantities. Examples:</p> <ul style="list-style-type: none"> <li>➤ The trip to Rome <b>was</b> planned in</li> </ul>

	<p>advance.</p> <p>➤ o The trips to Rome <b>were</b> planned in advance.</p>
<b>VOICE</b>	<p>Verbs explain either what a noun is doing or what's being done to a noun—active voice versus passive voice. Verb forms change accordingly.</p> <p>Examples:</p> <p>➤ Selma <b>ate</b> all of the raspberries. (Active Voice)</p> <p>➤ o All of the raspberries <b>were eaten</b> by Selma. (Passive Voice)</p>
<b>MOOD</b>	<p>Verb forms are sentence-type appropriate.</p> <p>Examples:</p> <p>➤ <b>Listen!</b></p> <p>➤ <b>Has</b> he <b>shopped</b> at that store before?</p> <p>➤ I <b>wish</b> I <b>had won</b> the lottery last night.</p> <p>➤ If I <b>knew</b> how to tell him, I <b>would</b>.</p>
<b>TENSES</b>	<p>Verbs indicate past, present, and future tense. Examples:</p> <p>➤ I <b>do</b> study.</p>

	<p>➤ I <b>did</b> practice yesterday.</p> <p>➤ I <b>have done</b> that once before myself.</p>
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## 2.2 Conceptual Framework



## 2.3 Way of Analysis Research

According to Lee Celano (2010) Qualitative data is the process to find out and reduce the data of information. It is a process where the writer could describe the information and give the explanation or interpretation as well. It may consist of interview transcript, documents, survey, pictures, video, etc. You may have been in the situation where you have carried out 6 focus group discussions but then are not quite sure what to do with the 30 pages of notes you collected during the process.

This is particularly important considering the common perception that qualitative research is not as reliable and sound as quantitative research. In this

case, qualitative data analysis should be around the “spoken word”, context, consistency, contradiction, frequency, etc.

The process of reducing your data there are two ways of analysing qualitative data. The first one is known as “framework analysis” which is more concern about what we would like to focus on and obey another random data that is not closely enough for the main focus in some research. This approach is relatively easy and allows focus on particular data and abandon of the rest.

The second approach takes a more exploratory perspective, encouraging you to consider and code all your data, allowing for new impressions to shape your interpretation in different and unexpected directions.

We refer to this approach as thematic network analysis (Attride-Stirling, 2001). More often than not, qualitative analysis draws on a mix of both approaches. Whichever approach guides you, the first thing you need to do is to familiarise yourself with your data. This involves reading and re-reading your material (data) in its entirety. Makes notes of thoughts that spring to mind and write summaries of each transcript or piece of data that you will analyse. As your aim is to condense all of this information to key themes and topics that can shed light on your research question, you need to start coding the material. A code is a word or a short phrase that descriptively captures the essence of elements of your material (e.g. a quotation) and is the first step in your data reduction and interpretation.



## 2.4 Relevance Study

According to Paul Deane (2012) in the research about “*Identifying part of Speech in E-Mails: Toward Automated Scoring of the TOEIC® E-Mail Task*”. The research is about identifying part of speech that has been used by L1 in replying their E-mails. That particular research consists in a six class sample that has been taken randomly each class. The research is taken by figuring out the accuracy of those L1 students in using part of speech. Basically, it is possible to make an accuracy research in L1 students that has been using English more often than L2 students.

In this case, this research is little different than that particular Paul Deane’s research. In this research, the writer will research about L2 students that hypothetically rare using English both in the classroom and outside classroom situation. By doing so, the writer will use percentage or list like very high, above average, average, very low, to analyse the ability of the sample in using part of speech in their writing.

Another research that has been done by another experienced researcher about part of speech is the research about the submission of SAP research and innovation team in using part of speech in microposts 2014 Neel challenge. With the research title “*part of speech is (almost) enough: SAP research and innovation at the microposts2014 NEEL challenge*”.

In that research, the researcher uses two stage approach for named entity extraction and linking. Based on conditional random fields and an ensemble of

search APIs and rules. Respectively, a surprising result in that research of their work is the part of speech tags alone is the most sufficient for entity extraction. The result combined extraction and linking tasks on a development and test split of the training set are 34,6% and 37,2% F1 score, respectively, for the set test is 37%.

Those two researched above showing us that in some country that already using English as their First language, part of speech is being researched in another advanced level. On the other hand, in Indonesia, a country that still using English as their second language, the research is going to be done in lower than countries using English as their first or even mother language. The writer just adapted the method of scoring also gathering the sample also information based on those two researches above.