

An Analysis Of The Phrases Use On Writing Descriptive Text At The Tenth Grade Of SMK N 3 Medan

Analisis Penggunaan Frasa Dalam Penulisan Teks Deskriptif Di Kelas X SMK N 3 Medan

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ABSTRACT

This study aims to analyze the use of phrases in writing descriptive texts produced by the tenth-grade students of SMK N 3 Medan, particularly Class X KI 3 of the Chemical Industry major. The objectives of this research are to identify the types of phrases used by the students and to determine the dominant type of phrase found in their descriptive writing. This research applied a qualitative descriptive design. The data were collected from students' written descriptive texts. The technique of data analysis was based on Miles and Huberman's interactive model, which consists of data condensation, data display, and conclusion drawing/verification. The findings of the study reveal that the students used several types of phrases in their descriptive texts, namely noun phrases, verb phrases, adjective phrases, and prepositional phrases. Among these types, noun phrases were dominantly used by the students in constructing descriptive texts. This indicates that students tend to focus on describing objects, people, and places by using noun-centered constructions. However, the use of other phrase types was relatively limited, which shows that students still lack syntactic variety in their writing. In conclusion, the use of phrases plays a crucial role in constructing clear and detailed descriptive texts. The dominance of noun phrases reflects the nature of descriptive writing, yet students need further guidance in using various phrase types to improve sentence complexity and writing quality. Therefore, it is recommended that English teachers provide more focused instruction and practice on phrase structures to enhance students' grammatical competence and writing skills.

Keywords: *Phrase, Descriptive Text, Writing Skill, Phrase Types*

ABSTRAK

Penelitian ini bertujuan untuk menganalisis penggunaan frasa dalam penulisan teks deskriptif yang dihasilkan oleh siswa kelas X SMK N 3 Medan, khususnya Kelas X KI 3 jurusan Industri Kimia. Tujuan penelitian ini adalah untuk mengidentifikasi jenis-jenis frasa yang digunakan oleh siswa serta menentukan jenis frasa yang dominan dalam tulisan deskriptif mereka. Penelitian ini menggunakan desain kualitatif deskriptif. Data dikumpulkan dari teks deskriptif yang ditulis oleh siswa. Teknik analisis data didasarkan pada model interaktif Miles dan Huberman, yang terdiri dari kondensasi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa siswa menggunakan beberapa jenis frasa dalam teks deskriptif mereka, yaitu frasa nomina, frasa verba, frasa adjektiva, dan frasa preposisional. Di antara jenis-jenis tersebut, frasa nomina dominan digunakan oleh siswa dalam menyusun teks deskriptif. Hal ini menunjukkan bahwa siswa cenderung berfokus pada mendeskripsikan benda, orang, dan tempat dengan menggunakan konstruksi yang berpusat pada nomina. Namun, Penggunaan jenis frasa lainnya relatif terbatas, yang menunjukkan bahwa siswa masih kurang memiliki keragaman sintaksis dalam tulisan mereka. Kesimpulannya, penggunaan frasa memainkan peran penting dalam menyusun teks deskriptif yang jelas dan terperinci. Dominasi frasa nomina mencerminkan sifat penulisan deskriptif, namun siswa memerlukan bimbingan lebih lanjut dalam menggunakan berbagai jenis frasa untuk meningkatkan kompleksitas kalimat dan kualitas tulisan. Oleh karena itu, disarankan agar guru

bahasa Inggris memberikan pengajaran dan latihan yang lebih terfokus pada struktur frasa guna meningkatkan kompetensi tata bahasa dan keterampilan menulis siswa.

Kata kunci: Frasa, Teks Deskriptif, Keterampilan Menulis, Jenis Frasa

1. Introduction

English Language Education plays an important role in developing students' global communication skills, as English is widely used in education, technology, and professional fields. However, students in Indonesia still face various challenges, especially in writing, such as limited vocabulary, lack of grammar mastery, and low confidence. One of the important components in writing is the use of phrases, which function to form clear and meaningful sentences, particularly in descriptive texts that require detailed descriptions of people, places, or objects. In practice, many students still have difficulties in understanding and using different types of phrases, such as noun, verb, adjective, adverb, and prepositional phrases, which affects the quality of their writing. Therefore, this study focuses on analyzing the use of phrases in descriptive texts written by tenth-grade students of SMK Negeri 3 Medan, aiming to identify the types of phrases used and determine the dominant type. This research is limited to students of Class X KI 3 and focuses only on descriptive texts. The study is considered important because it provides insights into students' grammatical abilities, contributes to linguistic and educational theory, and offers practical benefits for teachers, students, and future researchers in improving English writing instruction.

Parts of speech are fundamental elements in English grammar that classify words based on their grammatical functions, meanings, and syntactic roles within sentences. Erkinov Suhrob, 2022 explains that word classes help learners understand how words function and interact in sentence construction, including their flexibility in different contexts. Similarly, Hustina, 2023 emphasizes that parts of speech serve as the core foundation of grammar, enabling learners to construct accurate and meaningful sentences, improve language proficiency, and develop metalinguistic awareness. Writing, as a crucial language skill, involves expressing ideas in a clear, organized, and coherent written form. According to Achmad, 2025 writing is both a linguistic and cognitive process that requires planning, organizing, and applying appropriate grammar and vocabulary, while Hasni et al., 2025 highlight that writing is a complex academic activity that reflects critical thinking, coherence, and the ability to communicate ideas effectively in academic contexts. Furthermore, a text is defined as a structured and meaningful unit of language used to convey ideas systematically; Mubarak & Batam, 2025 state that texts consist of logically connected sentences that ensure coherence and clarity, while Johan et al. 2022 emphasize that texts are purposeful and organized according to genre, structure, and communicative function. In addition, the concept of kinds of words or word classes is essential in understanding grammatical structure. Gast & Borgest, 2023 argue that word classification is closely related to meaning construction and sentence organization, while Muhammad Singh, 2023 explain that word classes such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections function systematically to form meaningful and grammatically correct sentences. Overall, mastery of these grammatical components supports learners in producing clear, coherent, and effective writing, particularly in descriptive texts.

The concept of a phrase is understood as a grammatical unit consisting of a group of words that function as a single element within a sentence but do not contain a complete subject–predicate structure, and therefore cannot stand independently as a sentence (Frank, 1972). A phrase is structurally organized around a head element that determines its type and function, such as noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases, which may be expanded by modifiers to enrich meaning. Syntactically, phrases function as subjects, objects, complements, or adverbials, making them essential components in constructing coherent and meaningful sentences. This is supported by Manurung, 2025, who emphasize that phrases act as intermediate units between words and

clauses and serve as fundamental building blocks in sentence construction, enabling the formation of complex meanings through hierarchical relationships. Furthermore, Cawir Rufinus, Yulia Anggaraini, Puspita Sari, 2023 highlight that understanding phrase structure and function is crucial for improving clarity, precision, and complexity in academic writing, as phrases allow ideas to be developed systematically without adding new clause structures.

The types of phrases are classified based on the category of their head word, including noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases (Bayan, 2022). Each type performs a distinct function within a sentence, such as noun phrases functioning as subjects or objects, verb phrases expressing actions or states, and adjective and adverb phrases providing additional descriptive information. Prepositional phrases indicate relationships such as time, place, or direction. Bayan, 2022 asserts that phrases are not merely random combinations of words but structured units that play a significant role in expanding information, clarifying relationships between ideas, and enhancing accuracy and clarity in written communication.

Language grammar is defined as a system of rules that governs the formation and organization of linguistic elements, from words to sentences, in order to produce clear and meaningful communication (Normawati & Nugrahaeni, 2024). It encompasses interconnected components such as phonology, morphology, syntax, semantics, and pragmatics. In English language learning, grammar serves as the fundamental basis for developing language skills, including writing, reading, speaking, and listening. Mastery of grammar enables learners to understand relationships between sentence elements and to produce structurally accurate and contextually appropriate language. This view is reinforced by Silaban & Manurung, 2025, who argue that grammar functions not only as a set of formal rules but also as a practical tool that enables learners to express ideas accurately, clearly, and communicatively, while also enhancing linguistic awareness and critical thinking.

Descriptive text is a type of text that aims to describe an object clearly, systematically, and in detail so that readers can form a vivid mental image of the subject being described (Aldi et al., 2025). Its communicative function is to present factual information about the characteristics and qualities of a person, place, or object. Structurally, descriptive text consists of identification and description, which introduce the object and elaborate its features in detail. Vionitaretami & Fauziati, 2024 emphasize that descriptive text requires clarity, accuracy, and appropriate language use to ensure comprehensive understanding. From a genre perspective, descriptive text is systematically organized to present concrete and meaningful information (Purnamasari et al., 2021). Nasution et al., 2022 further state that mastering this genre is essential in English language learning, as it enhances students' writing skills, vocabulary development, and ability to use appropriate linguistic structures in conveying descriptions.

The grammatical characteristics of descriptive text include the use of the simple present tense, adjectives, action and linking verbs, and correct subject–verb agreement (Sipayung, 2023). These features function to present descriptions in a consistent, accurate, and easily understood manner. The simple present tense is used to express general facts, adjectives provide detailed descriptions, and appropriate verb usage strengthens the relationship between the subject and its attributes. In addition, correct subject–verb agreement ensures grammatical accuracy and coherence within the text.

Previous studies indicate that the use of noun phrases remains a major challenge for EFL learners. Subajana, 2024 found that students have difficulty constructing complex noun phrases, particularly in the use of modifiers and embedded structures, which affects the quality of academic writing. Wahyuni & Dewi, 2020 revealed that students struggle with forming accurate noun phrases in descriptive texts, especially in the use of adjectives and determiners. Similarly, Laoli, 2023 identified common errors in pluralization, word order, and article usage within noun phrases. Syamsu, 2023 also found that EFL students face difficulties in understanding and using academic phrases effectively in writing. Meanwhile, Rahmawati et al., 2021 showed that the modifier + head pattern is the most dominant noun phrase structure used by students, although

variation and complexity remain limited. Overall, these studies indicate that mastery of noun phrases and phrase structures is a crucial aspect that needs to be improved to support students' writing ability, particularly in descriptive texts.

2. Method

The research design employed in this study was descriptive qualitative research, as the primary objective was to analyze and interpret the types and patterns of phrases used in students' descriptive writing texts. A qualitative approach was appropriate because the study focused on exploring linguistic features in naturally produced written data, allowing the researcher to examine how learners constructed noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases within authentic writing contexts. Through qualitative analysis, the researcher not only identified the types of phrases but also described their functions and variations as they appeared in the students' texts. This design enabled a detailed, in-depth understanding of the learners' syntactic choices, their level of mastery in phrase construction, and the specific challenges they encountered when composing descriptive texts.

According to Kouam & William, 2024, research design is a systematic and comprehensive blueprint that provides the overall structure and direction for conducting academic research by clearly guiding how a study is planned, organized, and executed in order to address a specific research problem. In their article, research design was explained as a foundational framework that connects research objectives with appropriate methodological decisions, including the selection of research methods, sampling strategies, data collection instruments, and data analysis techniques. They emphasized that research design functions as a logical plan that ensures data are collected and analyzed in an organized, rigorous, and coherent manner, thereby enhancing the validity and reliability of research findings. Furthermore, research design was described as a crucial element in academic writing because it determines the quality, credibility, and scientific value of a study, allowing researchers to produce meaningful conclusions and reliable evidence. By clearly outlining each step of the research process, research design helped researchers maintain consistency, minimize bias, and align their methodological choices with the research questions, ultimately strengthening the overall impact and scholarly contribution of the study.

Participant and Place

Participants and place are key components of research methodology that explain who is involved and where the study is conducted. Participants refer to the data sources, such as students or their written work, along with their role and selection. Place refers to the research setting, such as a school or classroom, which provides context and supports the relevance of the study

Participant

The participants of this research were tenth-grade students of SMK Negeri 3 Medan (2025/2026) who had learned descriptive text. Their written descriptive texts were used as the main data to analyze their use of phrases and understand their writing ability.

Place

This research was conducted at SMK Negeri 3 Medan, a vocational high school in North Sumatra, where descriptive text is taught in the tenth grade. The setting was chosen to obtain authentic data from students' writing activities, particularly their use of phrases in descriptive texts.

The Instrument of Collecting Data

Data collection instruments are tools used to systematically gather valid and reliable data in line with research objectives. Common instruments include tests, questionnaires, interviews, observations, and rubrics, and their proper selection is essential to ensure accurate and credible research findings.

Writing Test

The main instrument in this study was a writing test in which students wrote a 100–200 word descriptive text on topics like *My School* or *My Best Friend*. This was used to collect authentic data on students' use of various phrase types in their writing.

Technique of Collecting Data

The data were collected through a writing test, where tenth-grade students wrote descriptive texts based on given topics. This technique allowed the researcher to obtain authentic data and analyze the types and use of phrases in students' writing.

Technique of Analysis Data

The data in this research were analyzed using Miles & Huberman's (1994) interactive model of qualitative data analysis, which consisted of data reduction, data display, and conclusion drawing/verification. This technique was applied to analyze the phrases used by the tenth-grade students in their descriptive texts.

Data Condensation

Data condensation was conducted by selecting and focusing on relevant data. The researcher collected descriptive texts written by the students and identified sentences containing phrases. Irrelevant data that did not relate to the research problem were excluded. The selected phrases were categorized based on their types, such as noun phrases, verb phrases, adjective phrases, and prepositional phrases, to answer the first research question concerning the types of phrases used by the students.

Data Display

Data display was carried out by organizing the reduced data systematically. The classified phrases were presented in tables and descriptive explanations to show the frequency and distribution of each type of phrase. This step helped the researcher observe patterns of phrase usage clearly and identify which types of phrases appeared most frequently in students' descriptive texts, addressing the second research question.

Conclusion Drawing and Verification

Conclusion drawing and verification were conducted by interpreting the displayed data. The researcher drew conclusions regarding the types of phrases used and determined the dominant type of phrase in students' descriptive writing. The conclusions were continuously verified by rechecking the data to ensure accuracy and consistency of the findings.

3. Literature Review

Menurut (Agus et al., 2023), menulis merupakan salah satu jenis keahlian dalam berbahasa yang mengekspresikan gagasan serta pemikiran penulis melalui susunan kata, frasa, kalimat, paragraf, dan juga uraian yang mengandung arti.

4. Findings And Discussion

Before conducting the data analysis, it is important to explain the data display process used in this study. Data display refers to the systematic presentation of condensed data to support clear interpretation, as stated by Miles & Huberman 1994. In this study, the data are presented in tables showing each identified phrase from students' descriptive texts, along with the sentence, its classification (such as noun, verb, adjective, adverbial, or prepositional phrase), and its frequency. This organized display helps the researcher identify patterns, determine dominant phrase types, and analyze how phrases are used in students' writing, providing a clear basis for further interpretation.

Tabel 1. Types in Students' Descriptive Text

No	Student's initial name	Student's writing	Identified Phrase	Type of Phrase
1	WL	<ol style="list-style-type: none"> The beach is a beautiful and peaceful place. The beach is a place very pleasing to the eye. The waves are crashing against the shore. The beach becomes romantic in the evening. People capture the moment with photos. 	<ol style="list-style-type: none"> a beautiful and peaceful place very pleasing to the eye are crashing against the shore in the evening with photos 	<ol style="list-style-type: none"> Noun Phrase Adjective Phrase Verb Phrase Adverb Phrase Prepositional Phrase.
2	NH	<ol style="list-style-type: none"> My school is a place where I spend most of my time. The school building is well maintained. Students and teachers come together to start the day. The atmosphere feels lively every morning. It is located in a peaceful area 	<ol style="list-style-type: none"> a place well maintained come together every morning in a peaceful area 	<ol style="list-style-type: none"> Noun Phrase Adjective Phrase Verb Phrase Adverb Phrase Prepositional Phrase.
3	SN	<ol style="list-style-type: none"> A clean environment is very important for human life. The environment is very important for human life. People should protect the environment by keeping it clean. 	<ol style="list-style-type: none"> A clean environment very important by keeping it clean. 	<ol style="list-style-type: none"> Noun Phrase Adjective Phrase Prepositional Phrase
4	NA	<ol style="list-style-type: none"> Parangtritis Beach is one of the most famous beaches in Yogyakarta. It has a beautiful and amazing natural scenery. The gentle breeze blows softly The wide black sand blends perfectly with the strong waves. 	<ol style="list-style-type: none"> one of the most famous beaches a beautiful and amazing natural scenery Softly blends perfectly of the Indian Ocean 	<ol style="list-style-type: none"> Noun Phrase Noun Phrase Adverb Phrase Verb Phrase Prepositional Phrase

		5. The strong waves of the Indian Ocean create a unique atmosphere.		
5	AZ	<ol style="list-style-type: none"> 1. Football is one of the most popular sports in the world. 2. Football is loved by people of all ages. 3. Players wear special shoes called cleats to help them move quickly. 4. The fast movement of the ball makes the game exciting. 5. The football field is usually covered with green grass. 6. Players must work together. 7. Football is a sport that builds character and unity. 	<ol style="list-style-type: none"> 1. one of the most popular sports 2. people of all ages 3. move quickly 4. of the ball 5. with green grass 6. must work 7. character and unity 	<ol style="list-style-type: none"> 1. Noun Phrase 2. Noun Phrase 3. Verb Phrase 4. Prepositional Phrase 5. Prepositional Phrase 6. Verb Phrase 7. Noun Phrase
6	KH	<ol style="list-style-type: none"> 1. My favorite beach is Parapat Beach. 2. The beach has beautiful scenery with clear blue water. 3. The place looks very peaceful and relaxing. 4. Visitors can swim or ride a boat. 5. I like visiting this beach with my family and friends. 	<ol style="list-style-type: none"> 1. My favorite beach 2. beautiful scenery 3. very peaceful and relaxing 4. can swim 5. with my family and friends 	<ol style="list-style-type: none"> 1. Noun Phrase 2. Noun Phrase 3. Adjective Phrase 4. Verb Phrase 5. Prepositional Phrase
7	HS	<ol style="list-style-type: none"> 1. I have a friend who is very kind and friendly. 2. He is very kind and friendly. 3. My school days are more enjoyable and meaningful. 4. He listens to the teacher carefully. 	<ol style="list-style-type: none"> 1. a friend 2. very kind and friendly 3. more enjoyable and meaningful 4. to the teacher 	<ol style="list-style-type: none"> 1. Noun Phrase 2. Adjective Phrase 3. Adjective Phrase 4. Prepositional Phrase
8	SD	<ol style="list-style-type: none"> 1. My school is called Sunrise Junior High School. 2. It is located in a quiet area. 3. The building is large and painted white and blue. 4. The school yard is used for ceremonies and sports activities. 5. The teachers explain the lessons clearly and patiently. 	<ol style="list-style-type: none"> 1. My school 2. in a quiet area 3. painted white and blue 4. for ceremonies and sports activities 5. clearly and patiently 	<ol style="list-style-type: none"> 1. Noun Phrase 2. Prepositional Phrase 3. Adjective Phrase 4. Prepositional Phrase 5. Adverb Phrase
9	MR	<ol style="list-style-type: none"> 1. My school is located in a clean and comfortable environment. 	<ol style="list-style-type: none"> 1. a clean and comfortable environment. 2. painted white 	<ol style="list-style-type: none"> 1. Noun Phrase 2. Adjective Phrase 3. Prepositional Phrase

		2. The building is painted white .	3. In front of the school	4. Noun Phrase
		3. In front of the school , there is a small garden.	4. various textbooks and story books	5. Prepositional Phrase
		4. The shelves are filled with various textbooks and story books .	5. with educational posters	
		5. The walls are decorated with educational posters .		
10	MD	1. My friends and I often play soccer on the field.	1. My friends	1. Noun Phrase
		2. We play soccer on the field near our house .	2. on the field near our house	2. Prepositional Phrase
		3. The field is comfortable enough to play together.	3. comfortable enough	3. Adjective Phrase
		4. We start the game with great enthusiasm .	4. with great enthusiasm.	4. Prepositional Phrase
11	MY	1. North Sumatra is a treasure trove of natural beauty .	1. a treasure trove of natural beauty	1. Noun Phrase
		2. North Sumatra is located on the island of Sumatra .	2. on the island of Sumatra	2. Prepositional Phrase
		3. North Sumatra is famous for its mouth-watering culinary delights .	3. mouth-watering culinary delights	3. Noun Phrase
12	AL	1. Lake Toba is the largest volcanic lake in Indonesia.	1. the largest volcanic lake	1. Noun Phrase
		2. It is surrounded by green hills .	2. by green hills	2. Prepositional Phrase
		3. Samosir Island is a popular tourist attraction .	3. a popular tourist attraction	3. Noun Phrase
		4. The water of Lake Toba is clear and calm.	4. of Lake Toba	4. Prepositional Phrase
13	KD	1. My school is a clean comfortable place to study .	1. a clean comfortable place	1. Noun Phrase
		2. It has a large yard with many green trees .	2. with many green trees	2. Prepositional Phrase
		3. The classrooms are bright and well organized .	3. well organized	3. Adjective Phrase
		4. The teachers explain the lesson clearly .	4. clearly	4. Adverb Phrase
14	AR	1. Volleyball is an energetic team sport played on a rectangular court.	1. an energetic team sport	1. Noun Phrase
		2. The game is played on a rectangular court .	2. on a rectangular court	2. Prepositional Phrase
		3. Players move swiftly across polished wooden floors.	3. swiftly	3. Adverb Phrase
		4. Teammates communicate through sharp calls .	4. through sharp calls	4. Prepositional Phrase

15	HN	<ol style="list-style-type: none"> Borobudur Temple is one of the most popular historical sites in Indonesia. It is one of the famous tourist attractions located in Central Java. Visitors can see a beautiful sunrise from the top of the temple. It is an important cultural and historical heritage of Indonesia. 	<ol style="list-style-type: none"> one of the most popular historical sites located in Central Java from the top of the temple an important cultural and historical heritage 	<ol style="list-style-type: none"> Noun Phrase Adjective Phrase Prepositional Phrase Noun Phrase
16	RC	<ol style="list-style-type: none"> My school is located in a quiet and green environment. The building is quite large. In front of the school, there is a big yard. The teachers are friendly and patient. 	<ol style="list-style-type: none"> a quiet and green environment quite large In front of the school friendly and patient 	<ol style="list-style-type: none"> Noun Phrase Adjective Phrase Prepositional Phrase Adjective Phrase
17	AS	<ol style="list-style-type: none"> Merdeka City Park stands as a green heart amidst the hustle and bustle of Medan city. The park is surrounded by several sturdy large trees. Morning sunlight illuminates every corner of the park. People greet each other warmly. 	<ol style="list-style-type: none"> a green heart by several sturdy large trees of the park warmly 	<ol style="list-style-type: none"> Noun Phrase Prepositional Phrase Prepositional Phrase Adverb Phrase
18	PR	<ol style="list-style-type: none"> Canada is a beautiful country. The education and healthcare systems are very good. People can live peacefully. People can live peacefully. 	<ol style="list-style-type: none"> a beautiful country very good can live peacefully 	<ol style="list-style-type: none"> Noun Phrase Adjective Phrase Verb Phrase Adverb Phrase
19	DS	<ol style="list-style-type: none"> Merdeka City Park is the green heart in the middle of Medan city. Expanses of fresh grass and large trees adorn the area.. A magnificent monument stands in the northern part. a small stall selling fresh drinks 	<ol style="list-style-type: none"> the green heart of fresh grass and large trees A magnificent monument selling fresh drinks 	<ol style="list-style-type: none"> Noun Phrase Prepositional Phrase Noun Phrase Adjective Phrase
20	RR	<ol style="list-style-type: none"> Indonesia is a beautiful country with rich and diverse natural landscapes. It has thousands of islands surrounded by blue oceans. The warm climate 	<ol style="list-style-type: none"> a beautiful country surrounded by blue oceans perfect for tourism across the country 	<ol style="list-style-type: none"> Noun Phrase Adjective Phrase Adjective Phrase Prepositional Phrase

			<p>makes the beaches perfect for tourism.</p> <p>4. High mountains and active volcanoes can be found across the country.</p>		
21	RA	<p>1. The beach is a beautiful natural place.</p> <p>2. The air at the beach is fresh.</p>	<p>1. a beautiful natural place</p> <p>2. at the beach</p>	<p>1. Noun Phrase</p> <p>2. Prepositional Phrase</p>	
22	RD	<p>1. The zoo is a place where people can see many kinds of animals.</p> <p>2. It is usually large and clean, with green trees and wide paths.</p> <p>3. Visitors can walk around comfortably.</p> <p>4. Visitors can walk around comfortably.</p> <p>5. Each animal lives in a special area.</p>	<p>1. a place</p> <p>2. with green trees and wide paths</p> <p>3. can walk</p> <p>4. around comfortably</p> <p>5. in a special area</p>	<p>1. Noun Phrase</p> <p>2. Prepositional Phrase</p> <p>3. Verb Phrase</p> <p>4. Adverb Phrase</p> <p>5. Prepositional Phrase</p>	
23	HF	<p>1. Entertainment is an important part of people's lives.</p> <p>2. An important part of people's lives.</p> <p>3. Improve mood and make people feel comfortable and calm.</p> <p>4. At the cinema or at home.</p>	<p>1. an important part</p> <p>2. of people's lives</p> <p>3. comfortable and calm</p> <p>4. at the cinema</p>	<p>1. Noun Phrase</p> <p>2. Prepositional Phrase</p> <p>3. Adjective Phrase</p> <p>4. Prepositional Phrase</p>	
24	RA	<p>1. Mount Bromo is an active volcano and one of the most iconic natural landmarks.</p> <p>2. Located in East Java, Indonesia.</p> <p>3. A vast plain known as the sea of sand.</p> <p>4. Its unique shape and breathtaking surroundings.</p>	<p>1. an active volcano</p> <p>2. in East Java, Indonesia</p> <p>3. a vast plain</p> <p>4. breathtaking surroundings</p>	<p>1. Noun Phrase</p> <p>2. Prepositional Phrase</p> <p>3. Noun Phrase</p> <p>4. Noun Phrase</p>	
25	RM	<p>1. Borobudur Temple is one of the most famous historical sites in Indonesia.</p> <p>2. It is located in Magelang, Central Java.</p> <p>3. Borobudur looks very majestic.</p> <p>4. The peaceful atmosphere and amazing view.</p>	<p>1. one of the most famous historical sites</p> <p>2. in Magelang, Central Java</p> <p>3. very majestic</p> <p>4. amazing view</p>	<p>1. Noun Phrase</p> <p>2. Prepositional Phrase</p> <p>3. Adjective Phrase</p> <p>4. Noun Phrase</p>	
26	SA	<p>1. A swimming pool is a place where people come to relax.</p> <p>2. It is usually filled with clean, clear water.</p> <p>3. Swimming helps keep the body healthy and</p>	<p>1. a swimming pool</p> <p>2. with clean, clear water</p> <p>3. healthy and strong</p>	<p>1. Noun Phrase</p> <p>2. Prepositional Phrase</p> <p>3. Adjective Phrase</p>	

			strong.		
27	RR	<ol style="list-style-type: none"> 1. My school is a comfortable and friendly place. 2. It is located near my house. 3. Full of interesting books. 4. The teachers are kind and helpful. 5. I feel happy and proud. 	<ol style="list-style-type: none"> 1. a comfortable and friendly place 2. near my house 3. full of interesting books 4. kind and helpful 5. happy and proud 	<ol style="list-style-type: none"> 1. Noun Phrase 2. Prepositional Phrase 3. Adjective Phrase 4. Adjective Phrase 5. Adjective Phrase 	
28	PH	<ol style="list-style-type: none"> 1. My school is a clean and comfortable place for learning. 2. A clean and comfortable place for learning. 3. It has large buildings with many classrooms 4. Many trees and plants around the school yard. 5. Keep the school clean and organized. 6. Feels safe, friendly, and enjoyable. 	<ol style="list-style-type: none"> 1. a clean and comfortable place 2. for learning 3. large buildings 4. around the school yard 5. clean and organized 6. safe, friendly, and enjoyable 	<ol style="list-style-type: none"> 1. Noun Phrase 2. Prepositional Phrase 3. Noun Phrase 4. Prepositional Phrase 5. Adjective Phrase 6. Adjective Phrase 	

Based on the analysis of the tenth-grade students' descriptive texts at SMK N 3 Medan, the distribution of phrase types is as follows: Noun Phrase (41), Verb Phrase (8), Adjective Phrase (25), Adverbial Phrase (9), and Prepositional Phrase (37). To provide a clearer description, the percentage of each phrase type was calculated using the formula:

$$\text{Percentage} = \frac{\text{Frequency}}{n} \times 100\%$$

where Frequency refers to the number of occurrences of each phrase type, and n represents the total number of phrases.

Tabel 2. Percentage of Phrase Types

No	Types of Phrase	Frequency	Percentage	The Dominant
1	Noun Phrase	41	34.17%	The Dominant
2	Verb Phrase	8	6.67%	-
3	Adjective phrase	25	20.83%	-
4	Adverb phrase	9	7.5%	-
5	Prepositional phrase	37	30.83%	-
	Total	120	100%	

From the data presented above, it can be clearly seen that Noun Phrases (34.17%) constitute the most dominant type of phrase in the students' descriptive texts. This dominance indicates that the students strongly rely on noun phrases to introduce, identify, and specify the subjects being described. In descriptive writing, the primary purpose is to depict particular people, places, or objects in detail. Therefore, the frequent use of noun phrases reflects the students' awareness of the need to clearly state the focus of their description. Noun phrases function as the core elements of sentences, serving as subjects or objects that carry the main information. The high percentage suggests that students are able to construct basic nominal structures to support the clarity of their descriptions.

The second most frequent type is Prepositional Phrases (30.83%). This significant percentage shows that students frequently use prepositional phrases to provide additional

information related to location, position, direction, or specific details. In descriptive texts, such phrases play an important role in expanding and clarifying the noun phrases. For example, prepositional phrases help explain where something is located, how it is positioned, or in what context it exists. Their relatively high frequency indicates that students attempt to make their descriptions more specific and informative. This also demonstrates their ability to elaborate ideas by adding modifiers that enhance the vividness of the text.

Adjective Phrases (20.83%) appear as the third most common type. This finding suggests that students are making efforts to enrich their descriptions by expressing qualities, characteristics, and attributes of the objects described. Since descriptive texts aim to portray distinctive features, adjective phrases are essential in creating detailed and expressive descriptions. The presence of adjective phrases indicates that students are not only mentioning objects but also attempting to describe how those objects look, feel, or appear. However, compared to noun and prepositional phrases, the lower percentage may indicate that students still rely more on structural identification rather than varied descriptive modification.

Meanwhile, Verb Phrases (6.67%) and Adverbial Phrases (7.5%) are the least frequent types found in the data. This relatively small proportion suggests that the students' texts focus more on describing entities rather than emphasizing actions or circumstances. In descriptive writing, actions are usually not the central focus, as the purpose is to describe rather than narrate events. Therefore, the limited use of verb and adverbial phrases aligns with the generic structure and communicative purpose of descriptive texts. However, their presence still shows that students attempt to provide supporting details related to actions, manner, or time when necessary.

Overall, the distribution of phrase types demonstrates that students' descriptive writing is predominantly structured around noun phrases and prepositional phrases, supported by adjective phrases to add detail. This pattern reflects an understanding of the fundamental characteristics of descriptive texts, where identifying and specifying the object of description is more emphasized than narrating actions. The findings also suggest that while students are capable of constructing various phrase types, further practice may help them use adjective, verb, and adverbial phrases more effectively to create richer and more varied descriptive texts.

DISCUSSION

According to the analysis, when writing descriptive texts, the tenth grade students at SMK N 3 Medan employed a variety of phrases, including noun, verb, adjective, adverb, and prepositional phrases. By using these expressions, pupils are better able to describe individuals, locations, and things. This result is consistent with the hypothesis put forward by Wardani et al., 2022, according to which a phrase is a collection of words without a subject or predicate that serves as a single unit in a sentence to add more information. Consequently, pupils' descriptive writing is made clearer when phrases are used..

The usage of noun phrases in English writing has been covered in a number of prior studies. J. Subajana, 2024 used a qualitative document analysis approach to look at how ESL students used complicated noun phrases in their essays. Similarly, using a descriptive quantitative approach, Wahyuni & Dewi, 2020 examined students' proficiency with noun phrases in descriptive texts.

In the meantime, Laoli, 2023 employed error analysis to examine students' mistakes when employing noun phrases in descriptive writing. Furthermore, Rahmawati et al., 2021 examined noun phrase building in descriptive writing, while Syamsu, 2023 examined EFL students' proficiency and challenges in employing academic phrases. These studies make use of the idea that a noun phrase is made up of a noun as the head, which can be adjusted to add more information to a sentence by using determiners, adjectives, or other modifiers.

This research differs from earlier studies in terms of focus, methodology, and conclusions. While Subajana, 2024 study used a qualitative approach to look at complicated noun phrases in ESL students' essay writing, this study examines different kinds of phrases in

students' descriptive texts. While Laoli, 2023 concentrated on mistake analysis in the usage of noun phrases, Wahyuni & Dewi, 2020 employed a quantitative approach to assess students' proficiency in utilizing noun phrases. Additionally, Rahmawati et al., 2021 studied noun phrase building in descriptive writing, while Syamsu, 2023 assessed students' proficiency with academic terms. On the other hand, this study employs a descriptive qualitative approach to examine how different kinds of phrases are used in students' descriptive essays.

CONTRIBUTION TO TEACHING LEARNING PROCESS

The results of this study provide important contributions to the teaching of English writing, particularly in descriptive texts. The findings show that tenth-grade students at SMK N 3 Medan used various types of phrases in their writing, including noun, verb, adjective, adverb, and prepositional phrases, with noun phrases being the most dominant, followed by prepositional and adjective phrases. This indicates that students tend to focus more on identifying and describing objects, people, or places. In addition, the study reveals that although students are able to use different types of phrases, their variation is still limited, suggesting that they need more practice and guidance to develop more diverse and expressive sentence structures. These findings can help teachers design more effective teaching strategies, such as providing activities like sentence expansion, phrase identification, and guided writing tasks to improve students' understanding of phrase usage. Furthermore, the study supports the development of instructional materials that emphasize the use of various phrase types, enabling students to produce more detailed, grammatically correct, and meaningful descriptive texts.

CHARACTERISTICS OF PHRASES

The data analysis of students' descriptive texts reveals several important characteristics of phrase usage among tenth-grade students. First, the phrases identified in their writing generally do not contain a complete subject–predicate structure, indicating that they function as incomplete grammatical units rather than full sentences or clauses. Most of the phrases consist of groups of words that cannot express a complete idea independently. Second, each phrase typically contains a head word that determines its type and function, such as nouns in noun phrases, verbs in verb phrases, and adjectives in adjective phrases. This shows that students are able to construct phrases structurally, although the use of modifiers is still limited and less varied. Third, the phrases function as grammatical elements within sentences, serving as subjects, objects, complements, and modifiers. Despite some errors in placement and usage, this indicates that students have begun to understand the functional role of phrases in sentence construction. Furthermore, the sentence patterns used by students are generally simple, such as modifier + head or head + modifier, reflecting a low level of complexity in phrase construction. Overall, while students are able to use phrases as basic grammatical units in descriptive writing, their variation, complexity, and accuracy remain limited, highlighting the need for further practice and instruction to improve their writing skills.

5. Conclusions

This study leads to several conclusions based on the data analysis and findings. First, the tenth-grade students at SMK N 3 Medan used various types of phrases in their descriptive texts, including noun, verb, adjective, adverb, and prepositional phrases, which helped them describe people, places, and objects more clearly. Second, noun phrases were the most dominant type, indicating that students focused more on identifying and describing specific entities, while other phrase types were used less frequently. Overall, although students have a basic understanding of phrase usage in descriptive writing, their variety of use is still limited, so they need more practice and guidance to produce more varied, detailed, and expressive texts.

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