
NOUN PHRASE CONSTRUCTION IN RECOUNT GENRES FROM THE STUDENTS' TEXTBOOKS

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Abstrak

Buku Bahasa Inggris yang digunakan siswa Sekolah Menengah Atas (SMA) sangat bervariasi dan Konstruksi Noun Phrase ditemukan hampir di semua buku tersebut. Ada tiga jenis buku menjadi bahan penelitian ini dengan judul : “ Look Ahead ” terbitan *Erlangga*, “ The Bridge English Competence ” terbitan *Yudhistira*, dan “ English for a Better Life ” terbitan *Pakar Raya*, yang ketiganya dipakai dikelas satu. Teks Recount dalam ketiga buku ini menggunakan Noun Phrase, Pola Konstruksi Noun Phrase yang ada adalah: Pre- Modifier + Head ; Head + Post- Modifier, and Pre- Modifier + Head + Post- Modifier. Konstruksi Noun Phrase yang paling dominan dalam tiga buku tersebut adalah :Pre-Modifier + Head. Jumlah Konstruksi Noun Phrase dan Pola Noun Phrase dalam ketiga buku di atas adalah berbeda

Kata kunci : Konstruksi, Noun - Phrase, Recount.

1.1 Background of the Study

Language is a system of arbitrary and conventional symbols by means of which human as member of a social group participate in cultural and communication activities. Language is also a very important means of establishing and maintaining with other people. In our daily activities, we use language as a medium to express our ideas, emotions, thoughts, imaginations, and our whole inner life. Without language it is hard to imagine how people can cooperate and get along with another”. In this global era, English language becomes a very important tool of communication. It is the language used in most countries of the world. Almost 70% of the human activity in this world; business tread, knowledge, technology, custom, etc is in English. Thus, English is playing a very significant role in bringing the world together.

Mastering English language is the most important thing if we want to have a good communication with the other people around the world and to found the information effectively. The acceleration of information flow in globalization era will strive all the human life aspect to develop seriously, in order to adapt for all the future question. English is one of the most important languages. There are some reasons why English is really considered very important and has to be taught in Indonesia. First, as a developing country, Indonesia has to cooperate with other countries to carry about the development in all fields. In this position, English is really needed since it is used as an International language. Second, Indonesia has to mastery English as an international language because in science and technology developments the information Indonesia cannot work alone. Here, English is used as a tool to understand and develop the information of science and technology progress.

Knowing that the advantages of English for the development, our government always makes effort to improve the quality of the English teaching in Indonesia by stressing and taking it as a compulsory subject to be taught to the Junior High School and Senior High School. Our government stated in Content of Standard for English subject that is English is a tool for communicating in spoken and written. Communicating is to understand and give information,

thought, and feeling and develop the knowledge, technology and culture. There is a difference between spoken and written language. In English itself there are four skills and four components, which have to be mastered. The skills, they are listening, speaking, reading, and writing and the components consist of phonology, grammar (structure), vocabulary, and fluency, which are different with our native language. There are no certain directions as how grammar must be taught or learnt.

In the Content of Standard, we can find that the aim of English subject is developing ability of communication in language, both spoken and written. The ability of communication includes listening, speaking, reading and writing. Based on the Content of Standard, Senior High School students are hoped to get informational level because they are prepared to continue their study to the university. It means that it is hoped that the students can create recount text by them. In creating text it is important to the students to know about the structure or grammar. As we know that text is one of kind of written text. Written text needs correctness of grammar, lexical density and also punctuation. To create a good recount text which has lexical density students can do it by learning construction of noun phrase. The teacher has responsibility to select the textbook which will use as a material in teaching learning process. The content of the materials in the textbook helps us in teaching learning process. Therefore, it is important for the teacher to select and analyze the content of the textbook. Because of the difficulties faced by most of the students in learning English especially in noun phrase, the writer will focus his research on noun phrase construction found in Recount genres in the first year Senior High School students' textbooks.

1.2 Objective of the Study

This study has purpose as follows:

- (1) To describe the types of Noun Phrase Construction in Recount genres in the first year Senior High School students' textbooks.
- (2) To find out the most dominant kinds of noun phrase constructions found in Recount genres in the first year Senior High School students' textbooks.

1.3 Significances of the Study

There are some of benefits that writer expects from the study, those are:

- (1) The study is expected to reveal the noun phrase constructions in Recount genre displayed on several textbooks.
- (2) The result of the study can be used to ease the students indirectly to master English Noun Phrase in Recount genres.
- (3) The result of the study would become reference for teachers to understand more deeply about noun phrase construction and hopefully they can teach to their students about them.
- (4) For English teaching, the study can be used to make this subject become interesting.

1.4 Limitation of the Problem

In this research, the writer just gives intention in Noun phrase constructions found in Recount genres in the first year Senior High School students' textbook.

2. REVIEW RELATED LITERATURE

Using English to communicate, students should understand grammar or structure as one of language components. Students should have knowledge of the rules of language and are able to use the language correctly. Grammar or structure is very important in studying every language.

Grammar has several meanings and there is no universally accepted definition of it. House and Harman state that grammar is the study of words and their function. In its wider sense, it may include phonology (pronunciation), morphology (inflectional forms), syntax (the relation of words to other words in phrases, clauses, and sentence), and semantic (meaning of

words). Grammar is a set of rules by which people speak and write. According to Cook and Richard, grammar is a written description of the rules of a language (Cook & Richard, 1980: 2). It is similar with Lock statement, he stated that a grammar as a resource for creating meaning in spoken and written discourse (Lock, 1996). It is definitely true that the descriptions of grammar above are different, but the purpose is similar, that is an adequate description of the sentence level formal features of language.

Studying a language means have to study about its grammar. Grammar is one of the language components that has an important role in communication. It is taught to the students to support four skills they are listening, speaking, reading, and writing. (Depdikbud, 1994: 2-4). It is important to understand the meaning of the individual words in a sentence, but is not enough to understand sentence itself, we need grammatical device, such as the arrangement of words in phrases, tenses, etc.

Curriculum 2004 for High School (SMA/ MA) prepares the students in order to achieve competencies that can make them to be able to reflect their experience and other experience to show their ideas and feelings, and to understand meaning. In the Content of Standard for SMA/ MA, SMA graduates should be able to achieve Informational level for communication and the students should be able to communicate in all genres. According to Content of Standard for SMA/ MA, English subject has several objectives as the following:

- (1) To develop the competence of communication using the language, both spoken and written. The ability of communication includes listening, speaking, reading, and writing.
- (2) To have consciousness about the importance of English to increase our competence in global society.
- (3) To develop understanding of relationship between language and culture. So, the students have knowledge about culture and are involved themselves in cultures.

What is genre? "Genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something (Wignell and Gerrot, 1994: 17). So any instance of living, language is playing some part in context situation we shall call a text and genre it self is defined as a specific text-type. Based on participant there are spoken and written texts. Genre is culture specific. It has particular purposes, particular stages, and particular linguistic feature. In the materials being produced about genre and characteristic lexicogrammatical feature or major grammatical pattern. Different genres display the resources for meaning-making through the grammar in different ways. This grammar attempts to describe language in actual use and so focus on text and their context.

There are some types of genre: Recount, Spoof, Reports, Analytical Exposition, News Item, Narrative, Procedure, Description, Hortatory Exposition, Review, Explanation, and Anecdote (Hammond, 1992: 75). In Senior High School there are thirteen genres which are taught, they are Narrative, Descriptive, Recount, Procedure, Report, Spoof, Review, Discussion, Analytical exposition, Hortatory exposition, News item, Explanation, and Public Speaking.

Recount genre is a factual text which tells readers what happened to someone, describes the way things are with reference to a whole range of phenomena, natural synthetic, and social in our environment (Eltis, 1980: 14). Recount genre is written based on a fact and described by types, parts, qualities and habits of that fact. A Recount generally begins with *an orientation*. It provides the background information needed to understand the text such as who was involved, where it happened, and when it happened. Then, the Recount unfolds with *a series of events* (ordered in chronological sequences). At the various stages, there may be some personal comment on the incident. We call it *re-orientation*.

2.4 Noun Phrase

Part of speech in English grammar consists of noun, adjective, verb, and adverb. The Noun phrase is a quintessential part of every sentence, it is potentially infinite in length, and it can include any number of other phrases (e.g. noun, adjective, and adverb) within its structure. Noun Phrase comes from two of words, noun, and phrase. Some of experts give the similar definition of noun. Sanford stated that noun is a word or group of words used to name someone or something (1997). According to Gleason, a noun is a name of a person, place, or thing. Some recently proposed definitions have been in terms of inflection: a noun is a word, which forms a plural by adding –s or the equivalent (1965). Whereas a phrase is a group of related words used as a single part of speech. In different definition phrase is an expression forming a grammatical constituent of a sentence but not containing a finite verb (WordReference.com).

Nominal group and noun phrase are synonymous term found in different Grammars: systematic grammars favoring the former, for instance and traditionally native grammar the latter. They refer to a structure, which has a noun (nominal), or pronoun as a head, with or without modifier (Wales: 272). According to Cook and Sutter, a noun is a grammatical class consisting of a noun or pronoun and any immediate modifiers (the term modifiers refer to any grammatical element, which limits the meaning of some others, elements), (1980:35). A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun. For example, 'they', 'cars', and 'the cars' are noun phrases, but 'car' is just a noun. (Paul Bress: 2005) From those definitions, we can see the similarities definition and conclude that noun phrase is any group of words, which consist of head (noun, pronoun, or adjective) and modifier.

After knowing some definition of the noun phrases that is any group of words, which consist of head and modifier. Head here consists of noun itself, pronoun, and sometime adjective. Whereas modifiers consist of two modifiers, they are pre-modifier and post-modifier. Pre-modifier includes noun, adjective, adjective phrase, participle –ed and –ing. Post-modifier includes prepositional phrase, relative clause non-finite clause (-ing clause, -ed clause and infinitive clause) and complementation.

Noun phrases are traditionally thought of as consisting minimally of a head noun, together with any number of noun phrases modifier, they are determiners, quantifiers and quantifiers phrases, adjective and adjectives phrases, noun and noun phrases, adposition and ad position phrases and clause (Brown & Miller, 1999: 260). There are not only pre-modifier and post-modifier but also there is determiner in forming noun phrase. A noun headword in noun phrase can be accompanied by the determiners (the, a, an, some, etc) and other modifier. Modifiers which precede the headword are called the pre-modifiers, and those which follow the head are called post-modifiers . It can be described as follows : NP.....Det (s) (Pre-mod (s)) Head (Post-mod (s))

The Modifier + Head pattern is the most common in English noun phrase. It consists of a noun or a pronoun as the head and one or more modifiers before the head.

A pre-determiner in English can be an adjective, a noun, a verb in the –ing form, or a verb in the – ed form.

The first modifier + head here is determiner + noun. Determiner consists of Pre determiner, Central determiner, and Post determiner. Pre determiner includes quantifier (all, both, half), multiplier (double, twice), fraction (one-third, one-fifth). Central determiner includes article which consists of definite article (the), indefinite article (a, an), pronoun which consists of deictic (that, those), personal (my, her), indefinite (any, some), interrogative (which, what), and negative (no). Post determiner includes cardinal numbers (one, two, three), ordinal numbers (first, second), and quantifier (few, several, much). D + N : an, the, that + apple, boy, nose

Adjectives typically denote some quality or property attributed to nouns; most commonly, there are used to narrow down, or specify, the reference of nouns (Leech, Deuchar, & Hoogenraad, 1982: 47). For example: Adj.+N : black, young, good + shoes, man, music. They give the sequences of adjective used in noun phrase as below: Adjective denoting nationality, i.e.: England, Indonesian, Korean, etc. Adjective denoting substance, i.e.: wooden, ripen etc. Adjective denoting color i.e.: red, green, blue, etc. Adjective denoting age i.e.: old, young, etc. Adjective denoting shape i.e.: circle, triangle, etc. Adjective denoting size i.e.: big, small, tiny, etc. Adjective denoting others i.e. :expensive, fine, secret, etc.

Noun themselves may act as noun phrase pre-modifiers (Brown & Miller, 1999: 260). N+ N : gold , London + ring , park. There are two kinds of the structure of this sort; those are the possessive construction, and noun-adjunct construction. This pattern consists of a noun headword which is preceded by a noun in an English noun phrase. Possessive Construction Noun-adjunct Construction M H M H. John's house power failure

There is often doubt as to whether, for example, a modifier is a phrase or compound word and whether a word ending in -ed or -ing is a verb or an adjective derived from a verb (Leech, Deuchar, & Hoogenraad, 1982: 62). For example: Verb + ing/-ed N.... cleaning, interesting, broken + service , movie, glass.

Head + modifier in the noun phrase pattern means that modifier here has a role as a post-modifier. The Post-modifier of a noun phrase may be prepositional phrase, relative clause, and report other types of modifier, including adverb, adjective, noun phrase in apposition, and other types of clause (Leech, Deuchar, & Hoogenraad, 1982: 62).

In the structure of a noun phrase, the function of modifier may be realized by means of an adjective or adjective phrase, an adverb, a prepositional phrase, an infinitive clause, an -ed participle clause, a relative clause, an appositive clause and a clause introduced by temporal conjunction. According to Leech (1982: 60) besides preceding the noun headword in a noun phrase, an adjective or adjective phrase can also follow or modify the noun headword. For example: Something (burned (in the kitchen) N Adjective phrase.

An adverb may modify a noun headword. However it is relatively rare as the noun modifier when it appears in this role, it will come immediately after the noun which is head (Francis, 1958). For Example: The girl downstairs D N Adverb

Another modifier occurring after a noun headword in an English noun phrase is the Prepositional Phrase (P-group). For example: The best day (of my life).... D Adj. N PP. Infinitive clauses can modify the noun headword in an English noun phrase. The infinitive in this clause is usually preceded by 'to' (to-group). For example: A tool to cut the iron.... D N Inf. Clause. It is a type of noun finite clause equivalent to relative clause that functions as a modifier. As this participle clause does not have tense. It can be interpreted according to context, as part of present tense. For example: Dates validating Curtis previous book N -ing Participle Clause

The -ed participle clause (v-ed group) the other type of non-finite clause can follow or modify a noun headword. In this case the participle clause corresponds in meaning to a passive relative clause, but the participle contains none of the distinction that can be made by tense and aspect (Leech & Svartvik, 1983). For example: Attention paid to this case.... N -ed participle clause.

A noun headword in an English noun phrase can also be modified by a relative clause, which modifies the preceding noun or pronoun. The noun being modified is called the antecedent (Frank, 1972). For example: The girl who is sitting next to me.... N Relative Clause

A noun headword in an English noun phrase can also be modified by an appositive clause. It is introduced by the conjunction 'that or Wh- word'

Veit (1986), calls this type of clause a nominal- complement clause because it follows. The head of noun phrase which modified by the appositive clause must can be an abstract noun such as news, issues, rumor, etc. For example: Days before he left.... N Clause.

According to Ramelan (1992), English it is quite possible to have a series of modifier to modify a word at the same time, which is called a nesting construction. For example: M M H M The bad boy whose bicycle just stolen

3. METHOD OF INVESTIGATION

Every research has its own research method that is determined based on the purpose of the study. This research was design as a qualitative research, so the nature of the study was descriptive and explorative. Qualitative research presents the data and research in the form of qualitative description. Analysis of this type is done with words to describe conclusions, so the qualitative study obtains the descriptive data either spoken or written.

The purpose of this section is to find out what is the most dominant kind noun phrase construction found in Recount genres in the first year Senior High School students' textbooks. Furthermore by employing the percentage descriptive analysis to count noun phrase construction into percentages with a simple formula as follows:

$$X = \frac{N}{N} \times 100\%$$

X = percentage one of Noun phrase construction in Recount text found in the textbook

N = one of Noun phrase construction in Recount text found in the textbook

N = the total number of Noun phrase construction in Recount text found in the textbook.

Data source is the subject of research from the data is taken (Arikunto, 1991:102). It can be thing, man, place, etc. As a source of data, the writer utilized three English textbook used in the first year Senior High School Students. They are "Look Ahead" published by Erlangga (book 1), "The bridge English Competence" published by CV Yudhistira (book 2), and "English for a Better Life" published by Pakar Raya (book 3). The object of the study was Recount text used for reading materials. The writer chooses three texts only in every textbook because there are a lot of Recount texts in every textbook. The writer. They are:

- (1) "Earthquake" in book 1 (page 13).
- (2) "Remembering Kevyn" in book 1 (page 14).
- (3) "Picasso biographical" in book 1 (page 26).
- (4) "How could I hide my face" in book 2 (page 84).
- (5) "Chan Hing" in book 2 (page 91).
- (6) "A disappointing meeting" in book 2 (page 92).
- (7) "My cat Sandy" in book 3 (page 22)
- (8) "Out of darkness" in book 3 (page 23)
- (9) "Mr. Big." in book 3 (page 31)

Knowing that purposes this study are to explain Noun Phrase in English to the students, to discover how the Noun Phrase Construction in Recount genres in the first year Senior High School students' textbooks are developed and to find out the most dominant kinds of noun phrase constructions found in Recount genres in the first year Senior High School students' textbooks, the writer will involve several steps. The first step is finding the English textbook for Senior High School. Then, I select an English textbook used by the first year students of Senior High School. Then, I read the books, took all Noun Phrase constructions of the Recount texts in writing materials and finally analyzed them.

Method of Analyzing Data

To ease the analysis, the writer uses the following procedure:

1. The Noun phrase constructions analysis
2. The type of meaning analysis consists of:

The first step was identifying the Noun phrase constructions from the selected Recount texts from each book.. The second step was listing all Noun phrase constructions founded in the selected Recount text.. The next step was calculating Nounphrase constructions, and classifying the Noun Phrase constructions found in the texts according to the patterns, based on arrangement of Pre-M + Head ; Head + Post- M; M + H + M. And the last step was interpreting the result.

4.RESULTS OF THE ANALYSIS

Based on the data analysis, the result can be presented as follows:

- All the three books use the same pattern of Noun Phrase Construction :Pre-M + Head ; Head + Post- M; M + H + M.
- The amount of Noun Phrase Construction in the three books are different, and also in the use of Noun Phrase Construction pattern.
- The amount amount and the amount of all Noun Phrase Construction in :

Book 1 :

Pre-M + Head: 122 / 71% Head + Post- M :82 / 58% M + H + M : 78 / 64%

Book 2 :

Pre-M + Head: 3/ 2% Head + Post- M : 6 / 4% M + H + M : 3 /3%

Book 3:

Pre-M + Head : 47 / 27% Head + Post- M :54 / 38% M + H + M : 40 / 33%

Book 1 = “ Look Ahead” published by *Erlangga*.

Book 2 = “ The bridge English Competence” published by *CV Yudhistira* .

Book 3= “English For a Better Life” published by *Pakar Raya*.

The three books book havedifferent percentage in using three patterns of Noun Phrase Construction. Here are the examples of English Noun Phrase Construction in the three different English textbooks.

Example :

Pre-M + Head : Det. + Noun *an earthquake,*
 : Adj. + Noun *magnificent artist*
 : Noun + Noun *photo shoots*
 : V-ing + Noun *waiting list*
 : V-ed + Noun *studied paintings*

Head + Post- M : Noun + Adjective *woman was lucky*
 : Noun + Adverb *people all over the world*
 : Noun + Prepositional Phrase *telephone in people home*
 : Noun + Infinitive Clause..... *situation to continue*
 : Noun + -ing Participle Clause..... *business meeting*
 : Noun + -ed Participle Clause *a week passed*
 : Noun + Relative Clause *those who live in the cyti*
 : Noun + Clause Introduced by Temporal Conjunction.....
 *cards and tried to make me happy.*
 : M + H + M : *a list of what he used*

The results of the analysis are :all textbooks which are analyzed use three types of noun phrase construction; they are Pre- Modifier + Head, Head + Post- Modifier, and Pre- Modifier + Head + Post- Modifier. And the most dominant pattern of Noun Phrase construction found in the three textbooks is Pre- Modifier + Head. It can be proven by seeing the percentage of it. It has 60 % in book 1, 70 % in book 2, and 54% in book 3.

From the all explanation above, it can be concluded that Recount texts in book 1, 2, and 3 used Pre- Modifier + Head as the most dominant pattern in English Noun Phrase Construction.

5. CONCLUSION AND SUGGESTION

Noun Phrase is very important to be learnt, especially for Senior high School students, because Content of Standard stated that Senior High School students are in informational level. It means that they have to create texts which have lexical density by themselves. Based on the overall discussion, conclusion can be drawn as follows:

From the three textbooks for the first year Senior High School students, entitled “ Look Ahead” published by *Erlangga*, “ The bridge English Competence ” published by *Yudhistira*, and “English for a Better Life” published by *Pakar Raya*, we can see Noun Phrase construction in three patterns, they are Pre- Modifier + Head ; Head + Post-Modifier, and Pre- Modifier + Head + Post- Modifier. The most dominant type of Noun Phrase construction found in the three textbooks is Pre- Modifier + Head.

As we know that Noun Phrase construction is one important part in creating a text which has a high lexical density. To success the English study especially in Senior High School, there are three important factors, they are English teacher, English textbook publisher or writer, and Indonesia’s educational system.

The writer would like to give some suggestion to English teacher and also to English textbook writer or publisher related to this study.

For the English teachers, they have to be careful in selecting and providing materials for their students, especially in choosing a good English textbook. For English textbook writer or publisher, they have to be able to provide and select material especially in selecting reading material. It means that the materials must be up date, appropriate with the curriculum and also can improve the students’ ability.

The last important factor is Indonesia’s educational system. Indonesia’s educational system must be update. The success of education in Indonesia is affected by an appropriate educational system. As the manager of this country, the government must be carefully makes appropriate educational system.

By analyzing several English textbook, the writer hope that English textbook writer or publisher will increase their quality in arranging and choosing materials. And also for English teachers, hopefully this study can help them to choose the best textbook for their students.

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