

**AN ANALISYS OF NOUN PHRASE FOUND IN STUDENTS' ENGLISH  
TEXTBOOK GRADE XI AT SMAN 1 SINGINGI HILIR**

**A THESIS**



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AT SMAN 1 SINGINGI HILIR”**

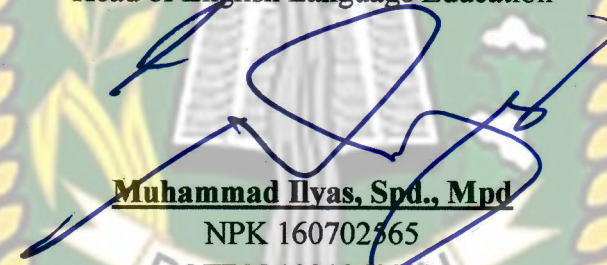
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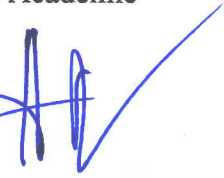


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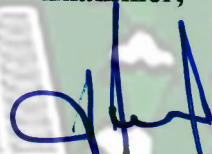
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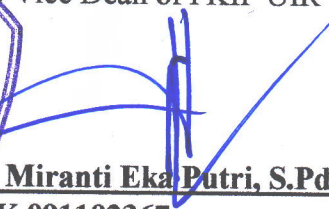
  
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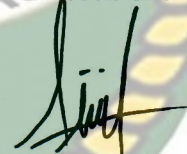
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the data and fact provided in this thesis.

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## ABSTRACT

Asmeri Leli Sapitri. (2021). *An Analisis of Noun Phrase Found In Students' English Textbook Grade XI At SMAN 1 Singingi Hilir*. PEKANBARU: English Language Education, Islamic University of Riau.

Noun is one of part of speech in English. Therefore, it is important for the teacher to select and analyze the content of the textbook. the research focused on noun phrase found in the first year Senior High School students' textbooks. the research focused on analyzing noun phrase found in student's textbook grade XI, specifically from Chapter I until Chapter II.

The main purpose of this research was finding the types of noun phrases are found in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. The design of this research is descriptive qualitative research. The primary data of this research is chapter I until chapter II students' textbook Grade XI of SMAN 1 Singingi Hilir.

Based on the result of this research, there are 78 noun phrases in total found in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. In detailed, there are 31 noun phrases that constructed by determiner + noun with percentages 39,7%, 9 noun phrases that constructed by premodifier + noun with percentages 11,5%, 1 noun phrase constructed by noun + post-modifier with percentages 1,9%, 21 noun phrases constructed by determiner + premodifier + noun with percentages 26,9% and 16 noun phrases constructed by determiner + noun + post-modifier with percentages 20,6%. Further, the majority of determiner that used in noun phrases that exist in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir are possessive pronoun and quantity.

Keyword: *noun phrase, textbook, determiner, premodifier, post-modifier*

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Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Pekanbaru, December 2021

The Researcher



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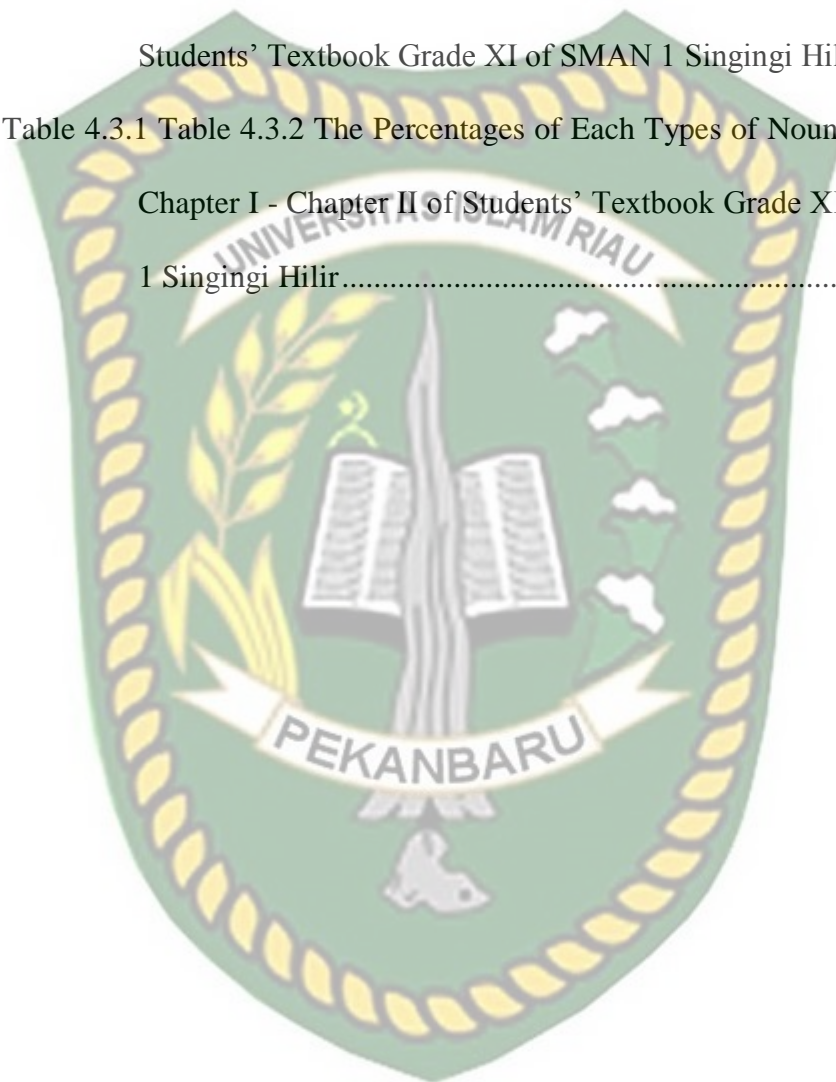
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Noun is one of part of speech in English. Parts of Speech are types of words in English. Nouns are words that are used to name an object such as people, objects, places, and concepts / ideas. Noun can be divided into countable and uncountable noun, proper and common noun, abstract and concrete noun, and collective noun. Phrase is a unit language consisting of two words or more, but the combination of words creates new meaning from the previous word. In English learning, will find the phrase divided into eight groups, one of which is the noun phrase. Noun phrase is a phrase that plays with a noun - person, place or object - and the modifier that distinguishes. The noun phrase is used when a single noun is not specific enough to explain a noun.

In English, noun phrase and verb phrase are the dominant part of sentence. Noun phrase is very important; it is the basic element of making a sentence. According to Adebileje (2016), there is any relationship between noun phrase complexities, function and text type. As a result, the complexity of phrases reflects to the complexity of syntax in different register of English. This is revealed in the variety of noun phrase used, there are found two types of noun phrase, simple noun phrase and complex noun phrase. Moreover, the used of noun phrase created some effects in describing the characters, objects and situations in projecting themes. It also exposes the textual and functional concerns of the English noun phrase. Those results represent that noun phrase was interesting to analyze because it is the central

core of a sentence, it has different functions in their structure such as a subject, an object and complement. Besides that, it has the different variety in their structure.

Noun phrase is a phrase that has a noun or pronoun as its headword and typically be preceded and modified by premodifier and postmodifier. Moreover, Adebileje (2016) stated, noun phrases with pronoun headwords are often assumed to be single word phrase and not to include other word. e.g: *I, you, they, we, she, he, it*. Furthermore, according to Gelderen (2010), pronouns and names such as *Jennifer, Edward, Malacandra* cannot have other elements to modify or specify them and therefore we will call them as full phrases. Based on Jeffries (2006), noun phrase is a structure based around a head noun or pronoun with optional premodifier and postmodifier.

Because the important of noun phrase in a sentence, the students should pay more attention in choosing appropriate words. As the learners, by understanding noun phrase structure, it helps them to solve their problem in creating and composing sentence, as well as in applying for daily writing sentence correctly. Moreover, it also gives the beneficial for the teacher about noun phrase construction used in student's composition; it will support them to point out the students' writing capability.

Based on Pusporini (2009), textbook is one of many materials which is most frequently used in teaching learning process. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter. According to Jakovos (2006) a course book also plays an important role in teaching; it facilitates students in learning



activities because a course book offers advantages which constitute useful resources. In Indonesian's educational system, textbooks are considered as the main components of the curriculum. National Education Department develops the content, the methods, and the procedures for teaching and learning in the classroom. They also provide a systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbook designs by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by National Education Department of Indonesia, a number of competitive publishers involve professional instructional material writers to design or develop new textbooks which are in line with the curriculum.

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 report 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 report text which has lexical density students can do it by learning construction of noun phrase.

The materials which will be given to the students can come from newspaper, magazine or textbook. 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 report genres in the first year Senior High School students' textbooks.

One of the components of grammar is arrangement or construction of Noun Phrase. For those reasons, the writer takes grammar component especially in Noun Phrase as the object of the study. As the writer's topic, the writer focuses this study to the second year of Senior High School, since they get confused when they have to arrange or make of a noun phrase. They confuse whether which one is the head and which one is the modifier. Education in Indonesia gives English as a subject at first time in the first year Senior High School, so it is easy to give understanding about the arrangement of noun phrase in English in the beginning. The writer chooses to analyze the construction of noun phrase found in report genres in their textbook whether it is good enough to add students' mastery in noun phrase.

The students can do nothing if they do not know and understand especially in vocabulary and grammar. Based on this fact, there are some reasons why the writer chooses this topic:

1. Noun phrase is a part form a sentence, so it is important for report noun phrase construction to be consisted in report genres in the first-year Senior high school students' textbook.
2. Huge Numbers of noun phrases that exist in students' textbook can complicate the students to comprehend about the material in textbook if they do not understand clearly about the meaning.

3. Noun phrase in English language is different from Noun Phrase in the Indonesian language so the students indirectly have to know their differences, because noun phrase is used in daily conversation.

4. In creating a text students have to know about the construction of Noun Phrase.

Based on the explanation above, the researcher decided to analyze about noun phrase for this research” **NOUN PHRASE FOUND IN STUDENTS’ ENGLISH TEXTBOOK GRADE XI OF SMAN 1 SINGINGI HILIR”**

## **1.2 Identification of the Problems**

There are some problems in this research as follow:

First, the student’s problem that is still confused about noun phrase. Now many students’ uses English in a style language that is so easy to understand, without using grammar as long as listeners can understand what the speaker means is no longer a big problem. But in textbooks the explanation above does not apply, even textbook now use a lot of higher language. Therefore, students will find it more difficult to understand their lessons. Then, from that learning to understand the noun phrase is very important to improve the ability to translate and understand the sentence correctly.

Second, students still have difficulty to translate the sentences correctly; students still often translate word by word. They are still accustomed to use the method above because they think their translation will be good and will make it easier for them to understand the point in the text they read.



Third, students cannot identify the English. The students have problem in classifying the class of word, that's why students are often not confident when told to read English text. Actually, the problem in the class is the students difficult in creating and composing sentence, as well as in applying for daily writing sentence correctly. Moreover, the students shouldn't pay more attention in choosing appropriate words. They aren't understood how noun phrase structure is.

Forth, Huge Numbers of noun phrases that exist in students' textbook complicate students to comprehend about the material in textbook because they do not understand clearly about the meaning of noun phrases and it classes.

### **1.3 Focus of The Research**

In doing this research, the researcher focused on analyzing noun phrase according to it class of word that found in student's textbook grade XI, specifically from Chapter I until Chapter II. The researcher focuses to analyze student's textbook because textbook as an information to improve language skill of the students. The selection of textbooks is very important, given that students they are have kinds of phrases found in students textbook. In this research, the researcher just focuses on noun phrase.

There is a very fine line to walk in such textbook selection. Wade (1992) cautions that "some popular strategies for creating interest may not facilitate, indeed may even interfere with the important learning information."

#### 1.4 Research Question

Based on explanation before, the problem formulated as follows:

1. What type of noun phrases are found in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir?
2. What is the dominant kinds of noun phrases found in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir?

#### 1.5 Objectives of the Research

In line with the research question above, the researcher formulates the objectives of the research as follow:

1. To find the types of noun phrases are found in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir.
2. To identify is the dominant kinds of noun phrases found in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir.

#### 1.6 Needs of the Research

This research is expected to be useful as follow:

For students:

1. To help the students to be able to use good English language skills especially in understand the noun phrase.
2. To teach students to be more understanding in translating paragraphs by applying the noun phrase in their translations.

For Teacher:

1. To help the teachers to be able to understand the noun phrase that exist in the textbook. Further, teacher can express the material effectively.

For Next Researcher:

1. To help the next researchers that going to conduct similar or further research about noun phrase.

### **1.8 Definition of the Key Terms**

In order to avoid misinterpretation and ambiguity in this study, this study briefly clarifies each term as follow:

1. Analysis

Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it.

2. Noun Phrase

Noun Phrase is a small group of words which contains a noun but does not contain a verb. A noun phrase usually contains a noun plus other words to describe it.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. According to Landman (2020) nouns are standardly regarded as one-place predicates, and with that, the assumption made for simplicity is that all nouns are singular count nouns. On the other hand, a noun is parts of speech that name a person, place, or thing. Many different kinds of nouns are used in the English language. Some are specific for people, place, or events, and some represent groups or collections. Some nouns are not even nouns; they are verbs acting like nouns in sentences.

Supporting by Sigge (2020) stated that crucially, certain nouns have a preference for either of these; furthermore, opposition or expansion can also depend on the position of the target noun. As a consequence, a noun can reflect a *semantic complementation* when it is in initial position of the trigram, yet *opposition* when in final position. It means, Noun may function as the chief or “head” of word in many structures of modification. The noun arrangement with the verb helps form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” of word in many structures of modification.

Words like *brother, acquaintance, angel, heart, hands, bee, lake, and table*, which refer to people, things, places, creatures, and beings, as well as to body parts and parts of a person, typically fall under the class of nouns, and are fundamental

not only to people's ability to talk about themselves and the world around them, but also to category formation. So, it is the meanings of these types of words that this volume deals with, and it is to these types of words that the term 'noun' refers in this volume.

In line with Ye (2017) nouns also constitute firm evidence of the presence of certain categories, thereby offering a window onto the conceptual mechanisms by which categories are formed. It is precisely for this reason that many philosophers and psychologists alike take great interest in nouns, seeing them as holding the key to uncovering the structure of categories and underlying principles governing category formation, universal or domain-specific.

Noun can be singular, referring to one thing, or plural, referring to more than one thing. Nouns can be possessive as well; possessive nouns indicate ownership or a close relationship. Regardless of the type, nouns should always agree with their verbs in sentences; use singular verb with singular nouns and plural verbs with plural nouns.

Noun is a word used to name people, objects, animals, places, and abstract concepts. According to Murtiani (2016), noun is used to:

- a. As a subject (main sentence)

Noun as a subject is placed before verb.

Example:

- 1) Leila runs.
- 2) She is a model.

b. As an object

Noun as an object is placed after verb or preposition.

Example:

- 1) I go to the campus.
- 2) Johan eats bread.

So, the researcher concludes that noun is a name of word. It is the name of person, animal, place, something or abstract idea: boy, dog, town, mountain, chair, book, money, scent, pleasure, happiness, solution, dependence. When these nouns name specific people, animals, places, things or ideas, they are called proper nouns and usually start with a capital letter: Nicholas, Jennifer, Bambi, Atlantic Ocean, Mount Everest, United Nation, Christmas, August, Impressionism, Communism.

## 2.2 Types of Nouns

There are five types of nouns classified by its meaning according to Garner (2020):

a. Proper nouns

A proper noun begins with a capital later in writing. It includes (a) personal names (Mr. John Smith); (b) names of geographic units such as countries, cities, rivers, etc. (Holland, Paris); (c) names of nationalities and religions (a Dutchman, Christianity); (d) names of holidays (Easter, Thanksgiving Day); (e) names of time units (Saturday, June); (f) words use for personification in other words a thing or abstraction treated as a person (Nature, Liberty). As opposed to proper nouns, all other nouns are classified as common nouns.



b. Concrete or abstract nouns

A concrete noun is a word for a physical object that can be perceived by the sense or we can see, touch, and smell the object (*flower, girl*). An abstract noun is a word for a concept, it is an idea that exist in our minds only (*beauty, justice mankind*).

c. Countable or Non-countable nouns

A countable noun can usually be made plural by the addition of –s (*one girl, two girls*). A non-countable noun is not used in the plural. Mass nouns form one type of non-countable noun. They are words for concrete objects stated in an undivided quantity (coffee, iron). Abstract nouns (including names of school subjects and sports) are non-countable. Some non-countable nouns may also be used in a countable sense and will therefore have plural. In the sentence *we had chicken for dinner, chicken is a mass noun; in there were many chickens in the yard, chicken is a countable noun*. In addition, a non-countable noun may be used in the plural with the special meaning of kinds of; *many fruits were displayed at the fair*.

d. Collective nouns

A collective noun is a word for a group of people, animals or objects considered as a single unit. Examples of collective nouns are *audience, committee, class, crew, crowd, enemy, faculty, family, flock, folk, government, group, herd, jury, majority, minority, nation, orchestra, press, public, and team*. In American English a collective noun used as subject usually takes a singular verb; *the committee has decided to make some*

*recommendation*. However, if attention is being drawn to the individual members of the unit, then a plural verb is used; the committee have disagreed *among themselves*. With some of these collective noun, British usage prefers a plural verb; *The government (or the public) where asked to cooperate*. Collective nouns are countable nouns, they may be used in the plural; *All the committees have now made their recommendations*.

Then noun classified by its form there is Noun compounds. The term compound, as it is used for a part of speech, refers to a group of word usually two, but sometimes more joined together into one vocabulary unit that function as a single part of speech. Noun compounds consist of the following composite form:

- a. Noun + noun; *bathroom, department store, grammar book*

This kind of noun compound is most common. Noun + noun compounds are more likely to be hyphenated in British English than in American English.

- b. Possessive noun + noun; *lady's maid, artist's model, traveler's checks*, sometimes the 's is omitted from the first noun; *a woman college, a citizens bank*.

- c. Adjective + noun; *blackbird, common sense, blue print*

- d. An adjective + noun compound is usually not hyphenated.

### 2.3 Phrase

Phrase is one of the elements that can construct a sentence. Finch on Al-Abedi (2018) states a phrase is a syntactic unit which typically consists of more than one word and is intermediate between word and clause level in sentences. In a phrase word go together to form a 'single syntactic entity' which can be moved

‘around’ and also substituted by another word. In line with Al-Abbasi (2019) a Phrase is any syntactic unit that is not a clause but has the function as a whole with a larger construction. It means a phrase as a sequence of words that functions as a constituent within a simple clause.

According to Usvar (2018) the purpose of a phrase is to signal to our reader or listener which concepts we wish to combine. A phrase built around a headword (Noun, Verb, Adjective, Adverb and Preposition), and they can be modifier with Phrase (Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase and Prepositional Phrase). Addition, Al-Abedi (2018) cites Crystal statement that phrase is an element of structure typically containing more than one word, but lacking the subject-predicate structure usually found in a clause.

Morley (2016) explains that a phrase in meaning terms expresses one of the elements of a proposition. Grammatically, it is the grouping of one or more words which together fulfill the role that in other circumstances might be expressed by a single word. So, for example, *the fastest winner of the 100 meters heats* could be replaced by *he* or *she*, *might have been training* could be substituted by *trained*.

On the other hand, a phrase is a combination of two or more words, in which there is one word that becomes a central word. The results of the combination can more and more clarify the meaning of the phrase or give rise to new definition. In English, there are several main phrases:



a. Noun phrase

Noun phrase: (M<sup>n</sup>) H (M<sup>n</sup>).

- 1) Where H (head) may be: noun, pronoun, enumerator, or genitive phrase.
- 2) Modifier before head (premodifiers) may be: determiner, enumerator, adjective, noun, genitive phrase, etc.
- 3) Modifier after head (postmodifiers) may be: prepositional phrase, noun phrase, adverb, adjective, relative clause, etc.

b. Verb phrase.

The structure of the verb phrase in terms of two kinds of element: the main verb (Mv) and auxiliaries (Aux). The auxiliaries are optional, and precede the main verb. At the most general level the structure of the verb phrase is: (aux) (aux) (aux) (aux) Mv. But this is not by any means the whole story. In practice one can distinguish sixteen different kinds of verb phrase, and moreover, four different functions performed by the auxiliaries themselves.

- i. VP<sup>Mv (V)</sup> Eats.
- ii. VP<sup>aux (be)</sup> is<sup>Mv (v)</sup> playing.
- iii. VP<sup>aux (m)</sup> must<sup>Mv (v)</sup> go.
- iv. VP<sup>aux (m)</sup> should<sup>aux (be)</sup> be<sup>Mv (v)</sup> working.
- v. VP<sup>aux (m)</sup> must<sup>aux (be)</sup> be<sup>aux (be)</sup> being<sup>Mv (v)</sup> done.

c. Adjective phrase.

In the phrase, adjective phrase can function as premodifiers in noun phrases:

M (d) A<sup>M (AdjP)</sup> very large<sup>H (N)</sup> slice<sup>M (PP)</sup> of bread.

The head of an adjective phrase is an adjective, which may be simple (big), comparative (bigger), or superlative (biggest). Premodifiers are always adverbs: typically, adverbs of degree (extremely, rather, too, very). Some, especially very and too, can be reduplicated (very very very tall).

Postmodifiers can be either adverb (indeed, enough) or PPs:

- 1) M<sup>(adv)</sup> Very H<sup>(adj)</sup> tall M<sup>(adv)</sup> indeed.
- 2) H<sup>(adj)</sup> Nice M<sup>(adv)</sup> enough.
- 3) M<sup>(adv)</sup> Rather M<sup>(adv)</sup> too H<sup>(adj)</sup> hot M<sup>(PP)</sup> for comfort.

d. Adverbial phrase.

The head of an adverb phrase is an adverb. Otherwise, the structure of adverb phrase is the same as that adjective phrase.

- i. M<sup>(adv)</sup> Rather M<sup>(adv)</sup> too M<sup>(adv)</sup> quickly M<sup>(PP)</sup> for comfort.
- ii. M<sup>(adv)</sup> More H<sup>(adv)</sup> quickly M<sup>(PP)</sup> than last year.

e. Prepositional phrase

A prepositional phrase is a group of words consisting of a preposition, its object, and any words that modify the object. Most of the time, a prepositional phrase modifies a verb or a noun. These two kinds of prepositional phrase are called adverbial phrases and adjectival phrases, respectively.

PP With which NP one VP must live.

Prepositional phrase: P (M<sup>n</sup>) H (M<sup>n</sup>). Where P is a preposition and M is a modifier, and H is head exactly as in noun phrases.

f. Genitive phrase.

Genitive phrase's function either as premodifiers (M) or as heads (H) in noun phrases. Genitive phrases are just like noun phrases except that they end with the particle 's (') (i.e. GP: NP's), which is not, however, always separately pronounced. Some possessive pronouns are irregular, in that they function as genitive phrases, but do not end in 's e.g. my, mine. Genitive phrase: (M<sup>n</sup>) H (M<sup>n</sup>)'s. Where 's is the genitive particle, and M, H, and M are as in noun phrases (complex postmodifiers, however, are rare in genitive phrases). In brief, the researcher concludes that phrases are constructed by any single word. Syntactically, phrase is a syntactic structure that consists of a word or more than one word but lacks of the subject-predicate. Phrases can have many various functions in a sentence, such as subject, object, complement, modifier, or adverb. By understanding the function of phrase, students can be helped to make a sentence correctly either in writing or in speaking.

#### 2.4 Noun Phrase

According to Duwila and Astutik (2020) a word group with a noun or pronoun as its head can be described as the English noun phrase. It can therefore comprise more than one word and/or even a clause, where the function of the head and its dependents emphasize the interactions within the elements in the noun phrase. A complex noun phrase contains the head (a word that could stand alone as a simple noun phrase) and modification such as; determiner, a pre-modifier and a post-modifier. Pre-modifiers occur before the head, whereas post-modifiers come



after the head. Pre-modifiers are often adjectives, but other nouns can also modify the head. Post-modifiers can consist of relative clauses, non-finite clauses, prepositional phrases, adverbs, adjectives and noun phrases in apposition.

On the other hand, a noun phrase plays the role of a noun; the head word in a noun phrase will be noun or pronoun. A noun phrase may consist of just one head noun, but the word *phrase* speaks to the potential of expansion for that noun. Based on grammatical theory, a noun phrase is a phrase whose head is a noun or a pronoun, optionally accompanied by a set of modifiers. The modifiers may be: determiners: articles (the, an, a), demonstratives (this, that), numeral (two, six, etc), possessives (my, their, etc), and quantifiers (some, many, etc); adjectives (the white house), or complements, in the forms of an adpositional phrase, such as; *the girl with a yellow dress*. A noun phrase is either a single noun or a pronoun or a group of words containing a noun or pronoun that functions together as the subject or object of a verb.

Typically, in a phrase composed of head and modifiers, premodifiers tend to be single words and postmodifiers tend to be phrases or clauses. Although the genitive phrase is an important exception, the structure of the noun phrase illustrates this tendency. In line with Sharhan and Al-Abedi (2018) says that noun phrase consists of a head, which is typically a noun (e.g. 'trip' in the sentence below), and of elements which (either obligatorily or optionally) determine the head and (optionally) modify the head, or complement another element in the phrase: *I remember a good trip that I once had*. This means noun phrase consists of noun and other words to explain the noun itself.

In addition, Holton, et.al (2019) stated that noun phrases are the constituents of sentences used to refer to extra linguistic entities, and therefore nouns/pronouns are normally the heads of NPs even when they appear alone without complementation or modification. According to Simanjuntak (2020), the structure of a typical noun phrase may be represented schematically in the following way, where the parentheses indicate elements of the structure that may be absent.

[Determiners] [Premodifiers] Noun [Postmodifiers]

From the definitions above, a noun phrase is a word group with noun as its head. A noun phrase may consist of determiner which has functions as the modifiers and a noun which is the head groups, e.g., *a man, the students, his book, their father, one book, many students, that book*. A noun phrase may also consist of determiner, an adjective, or a noun as modifier, and a noun as a head, e.g., *a clever student, the young man, the good character, the table's leg, many diligent workers, the good island, the pretty woman, some intelligent person*.

In the clause, noun phrases act as subject (s), as object (o), or as complement (c):

- a. As the subject of the sentence:

<sup>S</sup> (This book) <sup>P</sup> is <sup>C</sup> mine.

- b. As the object of the sentence.

<sup>S</sup> We <sup>P</sup> have bought <sup>O</sup> (the house).

- c. As the complement of the sentence

A compliment gives details about a noun. A compliment follows verbs like; am, will, is, were, was, are.

*The best African clothes to wear are colorful and gorgeous, Ankara.*

The noun phrase “colorful and gorgeous Ankara” is the compliment that gives more details about “the best African clothes to wear” It also complements the noun phrase” African clothes.

Sharhan and Al-Abedi (2018), states that ‘Function’, on the other hand, refers to the syntactic behavior of a lower unit within a higher unit (in the case of ‘phrase’ or ‘the clause’). The five kinds of phrases mentioned above can function as four clause elements ‘subject, object, complement, and adverbial’. The following is a brief list, with illustrations, the functions of noun phrases.

**Table 2.1 Function of Noun Phrase**

Function	Examples
Subject	<i>John</i> came early. <i>The avalanche</i> destroyed several houses.
Object	The teacher greeted <i>his students</i> . The headmaster gave <i>George</i> a new book.
Complement	They consider the operation <i>a success</i> . They elected him <i>the president</i> .
Adverbial	I go to the cinema <i>two times a month</i> . It started to rain <i>early in the morning</i> . It started to rain early in <i>the morning</i> .

The components of noun phrases are very diverse, but the chief elements. The elements of noun phrase can be seen clearly. Noun phrase constituents are distinguished into head, determiner, pre-modifier, and post-modifier. According to Huddleston and Pullum (2017:326) Noun Phrase structure except in what we refer to as the fused-head construction (*Two of them were broken; Many would disagree; It benefits the rich*), NPs consist of a noun as head, alone or accompanied by one or



more dependents. Those components of the noun phrase will be discussed further in the following section:

a. Head

A head is an obligatory element for noun phrase. It is a minimal requirement for the occurrence of a noun phrase. According to Roehrs (2020) states that all elements share the same gender, number, and case. In other words, head nouns show agreement in features, something usually referred to as concord. With the arguments of the noun not participating in concord, they are considered not to be part of the nominal proper. In fact, given their own features for gender, number, and case, they make up their own nominal domain and are analyzed as embedded. However, Holton, et.al (2019) says that head nouns/pronouns share the values assigned to these categories with the NPs containing them, and any adjuncts that are capable of bearing the appropriate morphological marking (articles, demonstratives, quantifiers, adjectives) agree with the heads they modify in number, gender and case; there is no formal marking of agreement in person. Complements, however, do not agree and are assigned specific grammatical markers by their heads as detailed in concrete linguistic expressions (*e.g. her marriage (to John), her claim (that X)*).

Aarts (2018), states that all phrases have something in common, namely the fact that they must minimally contain a Head. The most usual type of a head of a noun phrase is a noun. Also, Holton, et.al (2019) noun phrase

referring to countable objects are headed by count nouns, and their number is determined by whether the objects in question are “one” (singular) or “more than one” (plural); singular is the default number for NPs headed by non-count nouns. The head of a noun phrase can also realize by a participle like in *the accused, the dying*. The head is also realized by a numeral like in *these two, all three*. The last, the head can be realized by a genitive like in *I am staying at my aunt’s, the grocer’s is at the corner of the street*.

b. Determiners

Determiners are words which specify the range of reference of a noun. Morley (2016) explained that, the determiner is element of the phrase which specifies the subset of the headword being referred to. Selection is generally interpreted as being based on criteria of definiteness and quantification/numeration. According to Aarts (2018), determiners are distinguished into three sub functions namely predeterminer, central determiner and postdeterminer.

However, Aliyeva (2020) says that usually, determiners are divided into 2 groups: definiteness and indefiniteness. Determiners expressing definiteness are: article *the*, demonstrative and possessive pronouns, determiners expressing indefiniteness are article of indefiniteness *a/an*, words denoting quantity (quantifiers), wh-determiners, and adjective-numerals.

So, determiners show that the words they modify are nouns. In comparison with adjectives, determiners neither describe nouns, nor give extra information about them. These words show some characteristics of nouns (singular - plural, definite - indefinite, etc.). Determiners, usually, are used in front of nouns and noun phrases. If there are other words characterizing nouns, determiners are used in front of them in *her writing skills*. Those sub functions will be explained in the following section.

#### 1) Predeterminers

Predeterminers occur before central determiner. According to Huddleston and Pullum (2017) Predeterminer has a variety of forms, including the determinatives *all* and *both*, fractions, multipliers (*twice, three times*, etc.), and a small range of adjectives (e.g. *such*) or ([*How large a piece*] *do you need?*). A predeterminer normally precedes a determiner: in *both copies*.

*He destroyed [both those copies].*

*It's [two thirds the price of the other one].*

*She had [such a brilliant idea].*

It means, the noun head can be predetermined by means of the items *all, both, double, half, twice, many, such and what*. The items *all, both, half* occur before articles, possessives, or demonstratives like in *half an hour, both his last two newspaper articles, all these expensive school uniform*.



## 2) Central determiners

Central determiners are very necessary in comparison with other determiners, since they cover (include) articles and their usage in front of nouns is very important. There is no possibility of the occurrence of two central determiners at the same time. Central determiners usually precede the nouns or nominal elements they modify. If adjectives, Aliyeva (2020) said that participles or nouns in the function of attribute are used in front of these nouns or nominal phrases, central determiners precede them.

For example, in a definite article like in *double the amount*, an indefinite article like in *half a minute*, a demonstrative like in *both these books*, a possessive pronoun like in *all Peter's clothes*, a quantifier like in *his many grievances* and wh-determiners like in *which university*.

## 3) Post-determiners

Post-determiner is usually realized by cardinal numerals like in *some ten passengers*. Next element that can realize postdeterminer is ordinal numerals. They occur only with count nouns and usually precede any cardinal numbers in the noun phrase like in *the first three years in Edinburgh*. Finally, the post-determiner can be realized by means of quantifiers like in *his many friends, what little money*.

Post-determiners, as a rule, are followed by central determiners.

They include the followings:

1) Numerals or numbers (cardinal or ordinal numerals) – those  
two problems, my first job.

2) Words denoting quantity or quantifications (many, several,  
little, few); Example: *your many kindnesses, his several  
attempts, the few possessions he owned.*

It should be notes that some post-determiners can be used  
without post-determiners, too. For example: *No one can be  
blamed for the **many** errors of fact.*

#### c. Modifiers

Besides determiners, the head noun can also be accompanied by  
one or more modifiers. According to Morley (2016) the element  
occurring between the determiner and the headword element is the  
modifier and its function is determined by this position. Modifiers  
include primarily adjectives, participles and nouns, for example:

Adjectives (**adj**), e.g. *that enormous, old, red bucket*

Participles, present and past (**verb**), e.g. *a drowning man, baked  
potatoes*

Nouns (**noun**), e.g. *the Glasgow marathon, a crossword puzzle, the  
transport executive.*

Morley (2016) also explains that modifiers then cover those  
elements which as representing ideational epithets ('quality of the

subset') and classifiers ('a particular subclass of the thing in question'). Based on the previous study above, it can be summed up that conducted Modifiers which precede the head are called premodifiers, and those which occur after the noun head are called postmodifiers

#### 1) Premodifiers

Mutiara (2019), premodifiers mean the modifiers come before the head nouns while postmodifiers show that the modifiers come after the head nouns. Sometimes both types of modifiers occur together. It is also possible for a head noun to have more than one premodifier or postmodifier. Therefore, the head noun has multiple premodifiers or postmodifiers.

In the structure of the noun phrase the function of a premodifier may be realized by means of an adjective phrase. Aarts (2018) said that the choice of an adjective phrase in the structure of a noun phrase is independent of previous choices from the predeterminer, central determiner or post-determiner items like in *all English poetry, any other acceptable solution*.

Next, the function of premodifier may be realized by means of a noun phrase like in *church bazaar, sports review*. It is common for the noun phrase head to be premodified by a noun phrase which, in turn, is premodified by another noun phrase. Consider for example: *Cambridge University Press, London street guide*.

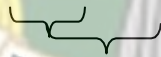


It is also possible for the noun phrase head to be premodified by coordinated nouns like in *cheese and cucumber sandwiches*, *the Eric Morecambe and Ernie Wise Show*.

The third, the noun phrase head may be premodified by a classifying genitive like in *a doctor's degree*, *a men's shop*.

However, this classifying genitive is different from the specifying genitive functioning as a central determiner. The word preceding the specifying genitive qualifies the genitive, not the head noun. On the other hand, it is the head noun which is qualified when the genitive is classifying. The difference can be seen through the following explanation.

Those men's wives



That men's shop



The demonstrative *those* preceding a specifying genitive qualifies the genitive *men's*, not the head *wives*. On the other hand, it is the head *shop* which is qualified when the genitive *men's* is classifying. Next, the noun phrase head can be premodified by an adverb phrase like in *the then chairman*, *an away game*, *the above photo*, *the upstairs neighbor*. Then and above are probably the most common adverb phrases used as premodifier

However, Mutiara (2019) adds that for premodification, they are divided into:

- a) General adjective such as *political isolation*
  - b) *ed*-participial modifier such as *fixed volume*
  - c) *ing*- participial modifier such as *exhausting task*
  - d) Noun such as *market forces*
  - e) Multiple premodifier such as *high sulfur soil areas*
  - f) Coordinated premodifier such as *hot and hardening mud*.
- 2) Postmodifiers

The noun head can be accompanied by some modifiers. The modifiers which follow the noun head are called postmodifier.

In the structure of the noun phrase the function of postmodifier may be realized by means of an adjective phrase like in *the information available*. The occurrence of the adjective phrase as the post-modification also can be seen as a temporary status.

Post-modification consists of clausal post-modification and non-clausal post-modification. Mutiara (2019), separated

Clausal post-modification into five kinds namely:

- 1) Relative clause such as *a footpath which disappeared in a landscape of fields and trees*
- 2) *to*-clause such as *one of the key contenders to mount a rescue bid for Ferranti*
- 3) *ing*-clause such as *a rebels advancing rapidly southwards*

- 4) *ed*-clause such as *fury fanned by insensitive press coverage*
- 5) Noun complement clause such as *an industry trade group's report that its leading indicator fell in September*

The noun complement clause was not included in this study because it covers semantic meaning and this study only focuses on the structure of the modification. Non-clausal postmodification consists of 6 modifications as follows:

- 1) Prepositional phrase such as *the sale, for a sum not thought to be material*
- 2) Adverb (phrase) such as *way out*
- 3) Adjective (phrase) such as *any way possible*
- 4) Reflexive pronouns such as *the airlines themselves*
- 5) Appositive noun phrase; appear in parentheses such as *another technique (the 'wheeler linkage')*, appear directly (restrictive) such as *reflectivity r*, appear after punctuation e.g. Comma such as *mr.pyotrluchinsky, the new secretary*, appear with indicators e.g. *Such as* and *for instance* such as *the great musicians such as john lenon and mariah carey*
- 6) Multiplepostmodifier such as *a written document known as "the constitution" which lays down the main rules.*



In the structure of a noun phrase, Aarts and Aarts (2018), distinguish three elements namely head, determiner and modifier. From the element of the noun phrases, Greenbaum (1989) states eight possible structure of the noun phrases, as follows:

**Table 2.2 Types of Noun Phrase**

No	Types of noun phrases	Examples
1	Noun	Books
2	Determiner + Noun	those books
3	Premodifier + Noun	history books
4	Determiner + Premodifier + Noun	some long books
5	Noun + Postmodifier	books about Canada
6	Determiner + Noun + Postmodifier	some books on astronomy
7	Premodifier + Noun + Postmodifier	popular books on psychology
8	Det + Premodifier + Noun + Postmodifier	some popular books on astronomy

The above table shows the types of the noun phrase. However, according to Pratama and Isti'anah (2017) noun phrase comes in different forms and structures depending on its function in a sentence. Every noun phrase has the head that is modified and the central element in the phrase. Looking at structure of the noun

phrase, it is distinguished into two kinds of noun phrase: simple (e.g. *jewel*, *corn*, and *trouble*) and complex noun phrase (e.g. *the colorful balloon*).

## 2.5 Textbook

In teaching learning process, we always use some media to make this process easier. One of media which is used often is textbook, because it is easy to buy, to carry and to study. To support this idea Apriyani and Robiasih (2019) stated textbook is considered as the most important component which supports in the teaching learning process. It is also one of media addressed to assist teacher and students in delivering or attaining the material. Based on the definition above, the writer concluded that text book is printed material which is easy to bring, to buy and to study. A textbook has many functions for teachers in order to run the teaching learning program well.

Addition, Northbrook and Conklin (2018) say that the language presented in the textbooks is, for the most part, presented as oral language in the form of dialogues and monologues. Suryani (2018) also states that textbook is an important component in teaching and learning process. It can be used commonly as a resource for teachers to teach and students to learn. on the other hand, textbook is a book that is giving instruction in a branch of learning.

In line with Beaulieu (2019) textbook explanations largely fall short of capturing the complexity and ambiguity of the orders of indexicality of contemporary usage in the language. So, a textbook present a body of knowledge in an organized and usually simplified manner for purpose of learning. Textbook supports learning through stimulating cognitive processes and providing structure

and progression for learners to follow. Accordingly, textbooks embody conceptions of English and English learning that are communicated through the specific features and organization of a textbook. These philosophical stances towards textbook content organization provide arguments in support of either an integrated approach to content organization or to a subject-specific one.

From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

According to Badan Standar Nasional Pendidikan (BSNP) in Suryani (2018) defines several criteria for quality textbooks. First, eligibility of the contents. It includes suitability of the material with a standard competency (SK) and basic competence (KD), suitability of the material to the curriculum, accuracy of content, encourage curiosity, scientific substance and skills, enrichment, and diversity value. Second, the appropriateness of language, it includes straightforward, communicative, dialogic and interactive, conformity with the development of the students, compliance with the rules of English, and the use of terms, symbols, and icons. Third, feasibility presentation. It includes presentation techniques, presentation of learning, and coherence. Last, the graph, includes several components, namely: size book format, design skin, design contents, quality of paper, quality prints, and quality of the chapters.



In the teaching-learning process, textbook plays a significant role dealing with the material which will be delivered to the learners. Suryani (2018) mentions the function of textbook in language teaching and learning process, as follows:

- a. Teachers often use a textbook as the main teaching materials in order to teach well.
- b. Textbook also helps the students to understand the materials given by teacher.
- c. In some situations, textbook serves basis of language input students and language practice that occur in the classroom.
- d. Textbook provides a clear framework which the teacher and the students know where they are going and what is coming next.
- e. Textbook also provides readymade texts and tasks with possible appropriate students' level, which save time for the teacher.

For those reasons, it is not surprising that most teachers use a textbook in their class. Cunningsworth on Apriyani and Robiasih (2019) mentions the roles of materials in the textbook in language teaching. These include the following:

- a. A resource for presentation materials (spoken and written),
- b. A source of activities for learner practice and communicative interaction,
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so on.
- d. A source of stimulation and ideas for classroom activities,
- e. A syllabus (where they reflect learning objectives that have already been determined), and

- f. A support for less experienced teachers who have yet to gain in confidence.

Nikonova, et.al states that (2016) the textbook should include educational material, stimulating the thinking of students, promoting concentration on problem issues and future development of a particular science. It is important to include questions, illustrations, charts, tables and diagrams in the textbook that create a problematic situation and leads to the formation of students' need to master the necessary knowledge.

Some of functions of textbook are explained by Nikonova, et.al states that (2016) as follows:

- a. Adaptation, which reflects the inclusion in the contents of the textbook of the necessary scientific knowledge, abilities and skills that form the educational material. Logic and science system do not coincide with the logic and system of discipline.
- b. Systematizing, designed to structure the knowledge, abilities and skills in a system that ensures their availability, integrated perception and assimilation, taking into account psychological and didactic patterns of cognitive activities.
- c. Methodical, which ensures the development of cognitive activity of students, without which there is no assimilation of knowledge. No matter how well is a textbook's scientific content, it may not be fully assimilated, if the student does not possess active ways of working with it.

- d. Ideological one that promotes the formation of students' philosophical foundations, both in everyday life and professional activities.
- e. Management, which provides guidance by the educational process, allows determination of the place of the textbook in the didactic system of means, forms and methods of training and control of the process of development of knowledge, abilities and skills

Basically, the function of textbook is to help both teacher and students in teaching and learning process. For teacher, it helps them in preparing and developing the teaching materials. As for the students, it helps them to gain the knowledge and input in learning.

From the above explanation, we can see that the role of textbook is important for teaching learning process. Textbook is used as a media which is easy to buy, to carry and to study. Also, textbook is a book that serves as a standard guideline for students and teacher in supporting in teaching and learning process.

## **2.6 Conceptual Framework**

This part explains the contribution of the theories in solving the problems formulated in this study. Those related theories will be used as a foundation and a guideline for the writer to analyze the object of the study.

In order to gain a deep knowledge about a noun phrase, the types that realize the occurrence of a noun phrase must be mastered first. Thus, the writer put the theory of noun phrases types and the most dominant kinds of noun phrases. Those theories discuss the types that are possible to realize the occurrence of a noun

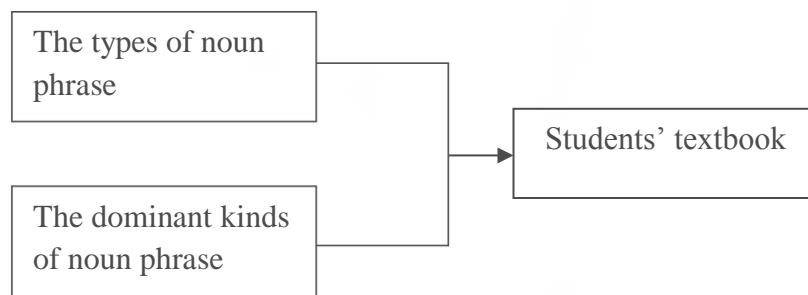


phrase. Those theories will be helpful to recognize the types constitute the noun phrase. By doing so, the first problem of this study can be solved.

This theory discusses eight possible types of noun phrases. The types of the noun phrases are classified based on the most dominant kinds of the elements constitute the noun phrases. The writer will use the theory to classify the noun phrases into their types. By classifying those noun phrases, the writer can find out the types of those noun phrases which mostly occur in the textbook. Basically, this theory can help the writer to solve both the first and second problems of this study. After finding out the most common type of the noun phrases occurs in the students' textbook, the writer will be able to recognize the dominant kinds of those noun phrases.

The writer also put the theory of the dominant kinds of noun phrases. The theory may give contribution to solve the second problem. Besides those theories, the writer also has some theory of textbook. Those theories discuss the nature and the language of the textbook. Those theories may have contribution to support the finding of the first and second problems since they discuss some principles of textbook.

**Figure 2.1. Conceptual framework**



## 2.7 Related Finding

The previous research that discuss about noun phrase, and now the researcher has a little bit similarity. Some finding of studies that related to the research:

The first is journal by Junaid (2018), entitled: A Syntactic Analysis of The English Noun Phrase (a Study at The Fifth Semester of English Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar). This study was intended to find out the students' ability to construct the English Noun Phrase and the causes of inaccuracy to construct English Noun Phrase. This study applied descriptive design. The data of this study were collected through the test. The data were analyzed by using descriptive statistics. The higher percentage of inaccuracy in constructing noun phrase was misused of singular, i.e., 17.4% and the causes of inaccuracy which are made by students in constructing Noun Phrase were classified into 11 categories.

And the second is thesis by Diah Mawarni Ayuningsih (2007). The title is Noun Phrase Construction Found in Report Genres in First Year Senior High School Students' Textbooks. This thesis analyzes about types of Noun Phrase construction. As a source of data, the writer utilized three English textbooks used in the first year Senior High School Students. The object of the study is report text in reading material. This research is designed as qualitative research. 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 type 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 71% in book 1, 58% in book 2, and 64% in book 3.

The third is thesis by Alif Aan Yuliawan (2017), entitled: An Analysis of Noun Phrases Found in the Article of Islamic Issues of Jakarta Post (March – April 2017 Edition). The objectives of the study are: (1) to find out the types of the noun phrase construction found in Islamic issues by Jakarta Post March – April 2017 edition. (2) to find out the most dominant kinds of noun phrase found in Islamic issues by Jakarta Post March – April 2017 edition. The research design of the study was mix of descriptive qualitative quantitative approach methodology. The results of the analyzed show that: the profile of the type noun phrase construction in Islamic issues by Jakarta Post March – April 2017 edition there were some kinds of determiner, premodifier, and postmodifier. The dominant types of noun phrase construction in Islamic issues of Jakarta Post were determiner with 38.9% out of 550 data noun phrases.

However, this study is different with third studies above. This study will describe further about the types and the dominant kinds of noun phrase that found in chapter I until chapter IV of students' textbook Grade XI SMAN 1 Singingi Hilir. Their study had the differences with this research. The object of this research is students' textbook.



This research will use qualitative approach as the method and text analysis as the data collection technique as the three previous researches, to know about the types and the dominant kinds of noun phrase that found in student's textbook and analysis the problem, especially using noun phrase in textbook. The same point of three researches above is similar in the subject that is noun phrase. This research will describe about the theory of noun phrase.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 The Method of Research

The method of this research is descriptive qualitative method. Descriptive qualitative method is research that concerning with qualitative phenomenon including surveys and fact-finding enquiries in which a specific situation is studied. According to Aspers and Ugo (2019) qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied.

Furthermore, based on Rugaiyah (2016), Qualitative descriptive research is part of qualitative research. Qualitative descriptive is a method used to dissect a phenomenon in the field. Qualitative descriptive research is a method that describe and explains findings in the field. Qualitative descriptive method only describes a situation of event. Research with this method does not seek or explain relationship, does not test hypotheses or make prediction. Qualitative descriptive research is a research procedure that uses descriptive data in the form of written or spoken words from observable people and actors. Then, Creswell and Creswell (2018) explain that in qualitative research, inquirers employ theory as a broad explanation, such as in ethnographies. It may also be a theoretical lens or perspective that raises questions related to gender, class, race, or some combination of these. Theory also appears as an end point of a qualitative study, a generated theory, a pattern, or a generalization that emerges

inductively from data collection and analysis. On the other hand, qualitative research is about questioning the pre-given (taken for granted) variables, but it is thus also about making new distinctions of any type of phenomenon, for example, by coining new concepts, including the identification of new variables.

This research seeks to understand and interpret about the types and the dominant kinds of noun phrases found in students' textbook. It means that the data in this research is related to students' textbook which are in noun phrase. Because of that this research will apply descriptive qualitative method in gathering the data. Qualitative descriptive studies are the least "theoretical" of all of the qualitative approaches to research. Thus, Creswell and Creswell (2018) stated that descriptive research studies is a means for exploring and understanding the meaning individuals or groups describe to a social or human problem. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. The final written report has a flexible writing structure.

From the explanation above, this research will use descriptive qualitative method that development in social events to enable researches to study social and culture phenomena and events. The method will choose since the purpose of the study was to describe the phenomenal which occurs naturally. By using the descriptive qualitative method, the types and the dominant kinds of noun phrase found in students' textbook can be figured out.



### 3.2 The Source of Data

Gathering data was accomplished through a primary source and secondary source. According to Mohajan (2017) the primary data are those which are collected a fresh and for the first time. Thus, happen to be original in the character. Also, Mohajan (2017) adds that the secondary data collected by someone else for his primary research purposes which provide basic research principles. The secondary data are collected from the websites, books and e-books, previous published articles, theses, conference papers, case studies, magazines, and various research reports.

In this research, the researcher will use secondary data to answer research question about the types and the dominant kinds of noun phrase found in students' textbook eleven grade. The data of this research is the suitability of the materials about noun phrase in the English textbook. Source of data in this research is English textbook used by eleven grades of Senior High School. Because the source of the data is in the form of document, the method used to gather data is called Documentation Method. The researcher will take other sources such as field notes, books, journals, articles and all the printer matter to support the main data related to analysis about noun phrase found in students' textbook.

### 3.3 The Research Instrument

In descriptive qualitative research, the researcher is the key instrument. The researcher must comprehend the research method and the insight of the problems. By having the proper instrument, the researcher will have a highly

reliable and valid data for the findings. In this study, the instrument of data gathering is called checklist. The data will be collected by identifying the materials of the book based on certain checklist. This observation checklist is in the form of table which was adapted from Greenbaum (1989) for the types of noun phrase found in students' textbook. The format of the observation checklist will be illustrated in the table below:

Here, the format of the observation checklist about the types of noun phrase found in students' textbook will be illustrated in the table below:

**Table 3.1. Observation Checklist about the Types of Noun Phrase Found in Students' Textbook**

No	Noun Phrase Sentences	Types of Noun Phrase						
		D + N	PreM + N	D + PreM + N	N + PostM	D + N + PostM	PreM + N + PostM	D + PreM + N + PostM
1								
2								
3								

Note:

D + N= Determiner + Noun

PreM + N= Premodifier + Noun

D + PreM + N= Determiner + Premodifier + Noun

N + PostM= Noun + Postmodifier

D + N + PostM= Determiner + Noun + Postmodifier

PreM + N + PostM= Premodifier + Noun + Postmodifier

D + PreM + N + PostM= Det + Premodifier + Noun + Postmodifier

### 3.4 The Data Collection Technique

According to Creswell and Creswell (2018) collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. This research will use documentation to collect the data. Creswell and Creswell (2018) pointed that as a form of data collection, to repeat a case study's findings in a new case setting requires good documentation of qualitative procedures, such as a protocol for documenting the problem in detail and the development of a thorough case study database. In this research, the researcher as a documenter and the researcher just focuses on noun phrase found in the students' English textbook as object matter.

The term of document refers to text-based file that may include secondary data as well as photographs, charts, and other visual materials. Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. In this research, the researcher will gather the data from the form of students' English textbook. Descriptive research is used in the literal sense of describing situation or events.

Knowing that purposes this study are to explain Noun Phrase found in the students' textbook, to discover how the Noun Phrase in students' textbook on the eleven grade of Senior High School are developed and to find out the most dominant kinds of noun phrase found in students' textbook on the eleven grade of Senior High School, the researcher will involve several steps. The first step is finding the English textbook for Senior High School. Then, the



researcher will select an English textbook used by the eleven grade students of Senior High School. Next, the researcher will read the books, take all of the texts in writing materials, and then the researcher will analyze them, the fifth step, the researcher will draw the conclusion and finally the researcher will report the result about what the researcher found.

The purpose of this section is to find out what is the most dominant kinds noun phrase found in students' textbook in the eleven grade of Senior High School. Furthermore, the writer will count noun phrase into percentages. The writer will employee the percentage descriptive analysis using a simple formula as follows:

Note:

$X$  = percentage one of noun phrase construction found in the textbook

$N$  = one of noun phrase construction found in the textbook

$\sum N$  = the total number of noun phrase construction found in the textbook.

### 3.5 The Data Analysis Technique

Data analysis is the process in which the data were analyzed by using several techniques. The researcher will analyze the data gathered in order to gain the answers to the questions formulated in the problem formulation.

In analyzing the data, there were several steps that are applied based on the research problem. As stated in Chapter I, the first problem dealt with the types of noun phrase. Here, the writer did library research to gain knowledge on the theories of noun phrases from some books. The writer classified the

noun phrases into their types. The theory used was Greenbaum's theory of the types of the noun phrase.

The second step, the writer collected the noun phrases occurred in the students' textbook. Next, the writer identified the dominant kinds that constituted the phrases. In this step, the writer used some theory of noun phrases as a base. The next step was dealing with the second problem of the study, that was, identifying the dominant kinds of noun phrase occurred in the students' textbook.

In this study, the researcher will analyze the data by using qualitative data analysis as suggested by Creswell (2018) theories by doing following steps:

- a. Preparing the data for analysis.

This involved identifying the noun phrase of each transcript of students' textbook that contained "noun phrase".

- b. Reading and understanding all the data.

This step was to obtain a general sense of the information and to reflect on its overall meaning.

- c. Coding and classifying the data

Coding is the process of organizing the material into chunks or segments of the text before bringing meaning to information. The researcher will start to state each phrase based on arrangement Head, Determiner and Modifier, to calculate noun phrase, and classify meaning choices found in texts one by one when all noun phrase found in students' textbook will be marked by the analysis framework. This step is to answer the research

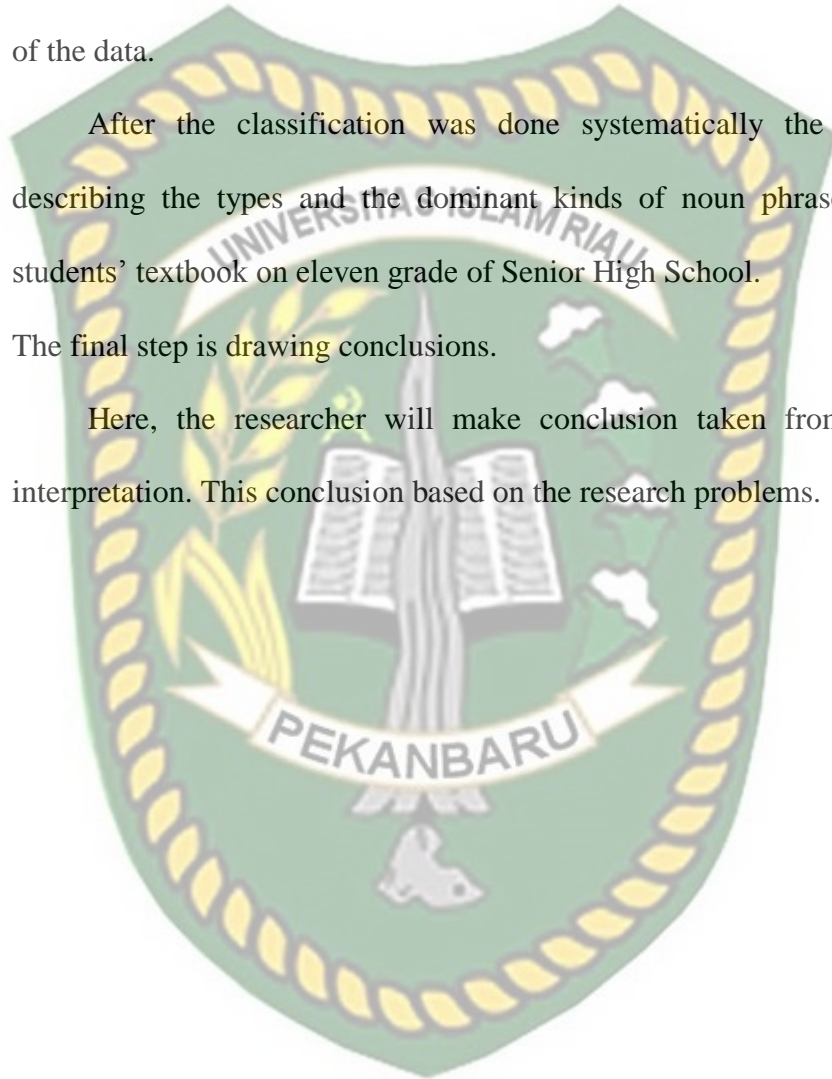
problem. The researcher will classify the data that had been marked based on the types of noun phrase and the dominant kinds using it.

- d. The next step in data analysis involves making an interpretation or meaning of the data.

After the classification was done systematically the researcher describing the types and the dominant kinds of noun phrase found in students' textbook on eleven grade of Senior High School.

- e. The final step is drawing conclusions.

Here, the researcher will make conclusion taken from the data interpretation. This conclusion based on the research problems.





## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 The Description of The Data

In this chapter the researcher explained about the result that researcher found after conducting some observation on chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. To find out the noun phrase, the researcher conducted document review, specifically in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. The phrases that found separated into some group of types based on the table that already stated in previous chapter. Further, it is a fact that there are noun phrases exist in written material, in this case English written book. The existence of noun phrases can help writer to express something briefly than explain it in form of sentence.

#### 4.2 Data Analysis

##### 4.2.1 Determiner + Noun

According to Morley (2016), the determiner is element of the phrase that specifies the subset of the headword being referred to. In this research, the researcher found some noun phrase that consist by *determiner + noun* in Chapter I until Chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. The data can be seen in this following table:

**Table 4.2.1 List of Noun Phrase Consist of Determiner + Noun**

No.	Noun Phrase	Determiner	Noun
Ch1/1a/4	Our homework	Our	Homework
Ch1/2a/4	A suggestion	A	Suggestion
Ch1/3a/4	An idea	An	Idea
Ch1/4a/4	A plan	A	Plan
Ch1/5a/5	A day	A	Day
Ch1/6a/5	A report	A	Report
Ch1/7a/5	Your homework	Your	Homework
Ch1/8a/5	His room	His	Room
Ch1/9a/6	A gift	A	Gift
Ch1/10a/6	A trade	A	Trade
Ch1/11a/6	A bargain	A	Bargain
Ch1/12a/6	Your homework	Your	Homework
Ch1/13a/6	My homework	My	Homework
Ch1/14a/8	My essay	My	Essay
Ch1/15a/9	Your car	Your	Car
Ch1/16a/7	Your homework	Your	Homework
Ch1/17a/7	A hand	A	Hand
Ch1/18a/8	A movie	A	Movie
↓			

Ch1/19a/10	Your jacket	Your	Jacket
Ch1/20a/11	A customer	A	Customer
Ch1/21a/12	Your boarding pass	Your	Boarding Pass
Ch1/22a/12	Your ticket	Your	Ticket
Ch1/23a/13	A movie	A	Movie
Ch1/24a/13	A refund	A	Refund
Ch1/25a/14	A solution	A	Solution
Ch1/26a/14	Your discussion	Your	Discussion
Ch1/27a/14	A fight	A	Fight
Ch1/28a/14	A solution	A	Solution
Ch1/29a/16	A partner	A	Partner
Ch1/30a/16	A poster	A	Poster
Ch1/31a/16	Your school	Your	School
Ch1/32a/16	Your teacher and classmates	Your	Teacher And Classmates
Ch2/33a/20	An opinion	An	Opinion
Ch2/34a/20	Our opinion	Our	Opinion
Ch2/35a/20	My opinion	My	Opinion
Ch2/36a/21	My Experience	My	Experience
Ch2/37a/21	My Mind	My	Mind
Ch2/38a/23	An opinion	An	Opinion
↓			



Ch2/39a/24	Our school	Our	School
Ch2/40a/24	Their children	Their	Children
Ch2/41a/24	Their skills	Their	Skills
Ch2/42a/25	My School	My	School
Ch2/43a/26	Our idea	Our	Idea
Ch2/44a/26	Your mind	Your	Mind
Ch2/45a/26	Our perspective	Our	Perspective
Ch2/46a/27	Our car	Our	Car
Ch2/47a/28	A right	A	Right
Ch2/48a/28	A privilege	A	Privilege
Ch2/49a/30	Our society	Our	Society
Ch2/50a/30	An interview	An	Interview
Ch2/51a/30	A dialogue	A	Dialogue
Ch2/52a/30	A role play	A	Role Play
Ch2/53a/30	A poster	A	Poster
Ch2/54a/30	A movie	A	Movie
Ch2/56a/30	An editorial	An	Editorial

Note:

Formula : **Ch(x)/(yy)a/(zz)**

(x) : Number of Chapter

(yy) : Number of Noun Phrase

(zz) : Number of Page

Based on the table above, there 56 noun phrase that consist by *determiner* + *noun* found in Chapter I until Chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. The determiners that found come before the head word are possessive pronoun and quantity.

#### 4.2.2 Premodifier + Noun

According to Mutiara (2019), premodifiers mean the modifiers that come before the head nouns. After conducted the observation, the researcher found there are 9 noun phrase that consist by *premodifier* + *noun* in Chapter I until Chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. The premodifier that exist in Chapter I until Chapter II of the textbook is adjective, as stated in this following table:

**Table 4.2.2 List of Noun Phrase Consist of Premodifier + Noun**

No.	Noun Phrase	Premodifier	Noun
Ch1/1b/2	Horror movie	Horror	Movie
Ch1/2b/10	Glass of juice	Glass of	Juice
Ch1/3b/13	Romantic movie	Romantic	Movie
Ch1/4b/17	The Hardest part	Hardest	Part
Ch2/5b/20	Unemployed People	Unemployed	People
Ch2/6b/24	Public Places	Public	Places
Ch2/7b/24	Well-developed story line	Well-Developed	Storyline
Ch2/8b/26	The most distasteful book	The Most Distasteful	Book
Ch2/9b/31	The Hardest Part	The Hardest	Part

Note:

Formula : **Ch(x)/(yy)b/(zz)**

(x) : Number of Chapter

(yy) : Number of Noun Phrase

(zz) : Number of Page

#### 4.2.3 Noun + Post-modifier

Contradict with the premodifier, post-modifier come after the head nouns. Based on the result of observation, the researcher found only 1 noun phrase consisted by *noun + post-modifier* in Chapter I until Chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. The data shown in this following table:

**Table 4.2.3 List of Noun Phrase Consist of Noun + post-modifier**

No.	Noun Phrase	Noun	Post-Modifier
Ch2/1c/28	Life of teenagers	Life	Teenagers

Note:

Formula : **Ch(x)/(yy)c/(zz)**

(x) : Number of Chapter

(yy) : Number of Noun Phrase

(zz) : Number of Page



#### 4.2.4 Determiner + Premodifier + Noun

Beside the noun phrase that only consist by *determiner* + *noun* or *premodifier* + *noun*, in Chapter I until Chapter II of students' textbook there are also exist 21 noun phrase that constructed by *determiner* + *premodifier* + *noun*. The determiners that found come before the head word are possessive pronoun about 2 noun phrase and quantity about 22 noun phrases. Besides, most of the premodifier are adjective.

**Table 4.2.4 List of Noun Phrase Consist of  
Determiner + Premodifier + Noun**

No.	Noun Phrase	Determiner	Premodifier	Noun
Ch1/1d/3	My project paper	My	Project	Paper
Ch1/2d/6	A good idea	A	Good	Idea
Ch1/3d/8	A cup of coffee	A	Cup	Coffee
Ch1/4d/10	A glass of juice	A	Glass	Juice
Ch1/5d/11	A glass of water	A	Glass	Water
Ch1/6d/12	An airline counter attendant	An	Airline Counter	Attendant
Ch1/7d/12	An aisle seat	An	Aisle	Seat
Ch1/8d/12	A nice flight	A	Nice	Flight
Ch1/9d/15	A topic of your choice	A	Topic	Your Choice
Ch2/10d/21	My Humble Opinion	My	Humble	Opinion
↓				

Ch2/11d/21	My Point of View	My	Point	View
Ch2/12d/22	A general point of view	A	General Point	View
Ch2/13d/23	A good point	A	Good	Point
Ch2/14d/26	Another point of view	Another	Point	View
Ch2/15d/26	An interesting idea	An	Interesting	Idea
Ch2/16d/26	A certain point	A	Certain	Point
Ch2/17d/26	Any right opinion	Any	Right	Opinion
Ch2/18d/26	A strong case	A	Strong	Case
Ch2/19d/27	A new car	A	New	Car
Ch2/20d/30	A PowerPoint presentation	A	Powerpoint	Presentation
Ch2/21d/30	A punishable crime	A	Punishable	Crime
Ch2/22d/30	Any English newspaper	Any	English	Newspaper

Note:

Formula : **Ch(x)/(yy)d/(zz)**

(x) : Number of Chapter

(yy) : Number of Noun Phrase

(zz) : Number of Page

#### 4.2.5 Determiner + Noun + Post-modifier

The last type of noun phrase that found in Chapter I until Chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir is the noun phrase that constructed by *determiner + noun + post-modifier*. There are 15 noun phrases found with this form or type.

**Table 4.2.5 List of Noun Phrase Consist of**

**Determiner + Noun + Post-modifier**

<b>No.</b>	<b>Noun Phrase</b>	<b>Determiner</b>	<b>Noun</b>	<b>Post-Modifier</b>
Ch1/1e/8	A Lot of Work to Finish	A Lot	Work	To Finish
Ch1/2e/9	A Meeting on Afternoon Saturday	A	Meeting	Afternoon Saturday
Ch1/3e/10	A Book to Read	A	Book	To Read
Ch1/4e/12	A Room for The Night	A	Room	For The Night
Ch1/5e/14	A Way to Offer	A	Way	To Offer
Ch1/6e/16	A Dialogue Using Suggestion	A	Dialogue	Suggestion
Ch1/7e/16	A Postcard About the Location	A	Postcard	About The Location
Ch1/8e/17	A Dialogue Between Two People	A	Dialogue	Between Two People
Ch2/9e/19	An Opinion Article on Bullying.	An	Opinion Article	On Bullying
Ch2/10e/24	A Venue for Students	A	Venue	For Students
Ch2/11e/25	An Impolite Way of Disagreeing	An	Impolite Way	Disagreeing
Ch2/12e/25	A Polite Way of Disagreeing	A	Polite Way	Disagreeing
Ch2/13e/25	A Polite Way of Giving an Opinion	A	Polite Way	Giving Opinion
Ch2/14e/25	An Impolite Way of Giving Opinion	An	Impolite Way	Giving Opinion
Ch2/15e/28	A Major Problem in Indonesia	A	Major Problem	In Indonesia



Note:

Formula :  $Ch(x)/(yy)e/(zz)$

(x) : Number of Chapter

(yy) : Number of Noun Phrase

(zz) : Number of Page

#### 4.3 Discussions

According to data that shown from data analysis, it can be seen there are some types of noun phrase that exist in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. In general, the determiner that used in the noun phrases are possessive pronoun and quantity. There are about 56 noun phrases that only construct by determiner and the noun itself. Besides, there are also some noun phrases that constructed by only premodifier + noun or noun + post-modifier. There are 9 noun phrases that constructed by premodifier + noun and 1 noun phrase constructed by noun + post-modifier. Furthermore, there are also some noun phrases that constructed by determiner + modifier (pre and post) + noun. There are 22 noun phrases constructed by determiner + premodifier + noun and there are 15 noun phrases constructed by determiner + noun + post-modifier.

**Table 4.3.1 The Amount of Noun Phrases in Chapter I - Chapter II  
of Students' Textbook Grade XI of SMAN 1 Singingi Hilir**

No	Types of Noun Phrases	Quantities
1	Determiner + Noun	56
2	Premodifier + Noun	9
3	Noun + Post-modifier	1
4	Determiner + Premodifier + Noun	22
5	Determiner + Noun + Post-modifier	15
	<b>Total</b>	<b>103</b>

Based on the table above, total of noun phrase that found is 103 phrases. According to the formula that already mentioned in Chapter III, the percentages of each type of noun phrases are:

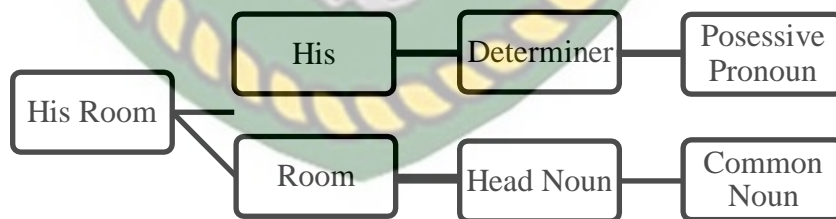
**Table 4.3.2 The Percentages of Each Types of Noun Phrases in Chapter I - Chapter II of Students' Textbook Grade XI of SMAN 1 Singingi Hilir**

No	Types of Noun Phrases	Percentages
1	Determiner + Noun	54,3%
2	Premodifier + Noun	8,7%
3	Noun + Post-modifier	1%
4	Determiner + Premodifier + Noun	21%
5	Determiner + Noun + Post-modifier	15%

Based on the table above and total of noun phrases that found in in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir, the noun phrases that construct by determiner + noun has the biggest percentage that reach more than 50%, followed by the noun phrase that constructed by determiner + premodifier + noun with 21 in percent. Furthermore, the percentages of noun phrases that constructed by premodifier + noun is 8,7% and the noun phrase that constructed by determiner + noun + post-modifier is 15%. The least of all is the noun phrases that constructed by noun + post-modifier with only 1 in percent.

In detailed explanation, the noun phrases that consist by *determiner + noun* in the textbook can categorized based on the determiners and type of nouns. The first is sample **Ch1/8a/5**, "His Room". That kind of noun phrase formed by "his" as determiner and "room" as the head or common noun. The determiner "his" in that noun phrases shows and clear up the possession of the "room" itself.

**Figure 4.3.1 Diagram of Sample Ch1/8a/5**



This kind of *possession determiner* also found on some samples, **Ch1/14a/8**, **Ch1/15a/9**, **Ch1/19a/10**, **Ch1/22a/12**, **Ch1/26a/14**, **Ch1/31a/16**, **Ch2/34a/20**, **Ch2/36a/21**, **Ch2/37a/21**, **Ch2/39a/24**, **Ch2/40a/24**, **Ch2/41a/24**, **Ch2/42a/25**, **Ch2/43a/26**, **Ch2/44a/26**, **Ch2/45a/26**, **Ch2/46a/27**, **Ch2/49a/30**. Further, there are also some noun phrases that consists of possession determiner and compound



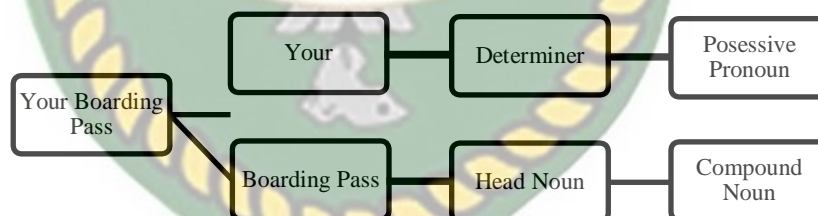
noun, such as, sample **Ch1/1a/4** and sample **Ch1/21a/12**. In sample **Ch1/1a/4**, “Our Homework” formed by “our” as determiner that shows possession and “homework” as the *compound noun* which is meant the task that should be completed at home.

**Figure 4.3.2 Diagram of Sample Ch1/1a/4**



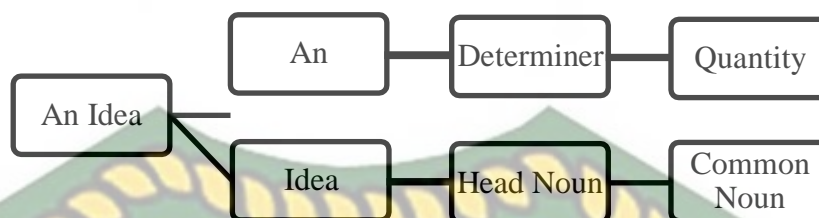
It is similar with the the sample **Ch1/21a/12**, where noun phrase “Your Boarding Pass” formed by “your” as determiner that shows possession and “boarding pass” as the compound noun that stand for the ticket pass for boarding an aircraft.

**Figure 4.3.3 Diagram of Sample Ch1/21a/12**



Besides as possession pronoun, the determiner on noun phrases that found by the researcher stand to clear up the quantity of the head noun. As sample **Ch1/3a/4**, where the determiner “an” in “An Idea” clear up the quantity of the head noun “idea”.

**Figure 4.3.4 Diagram of Sample Ch1/3a/4**



There are some others sample with this type of determiner and head noun, such as, sample **Ch1/2a/4**, **Ch1/4a/4**, **Ch1/5a/5**, **Ch1/6a/5**, **Ch1/9a/6**, **Ch1/10a/6**, **Ch1/11a/6**, **Ch1/17a/7**, **Ch1/18a/8**, **Ch1/20a/11**, **Ch1/23a/13**, **Ch1/24a/13**, **Ch1/25a/14**, **Ch1/27a/14**, **Ch1/28a/14**, **Ch1/29a/16**, **Ch1/30a/16**, **Ch2/33a/20**, **Ch2/38a/23**, **Ch2/47a/28**, **Ch2/48a/28**, **Ch2/50a/30**, **Ch2/51a/30**, **Ch2/52a/30**, **Ch2/53a/30**, **Ch2/54a/30**, **Ch2/56a/30**, **Ch2/50a/30**, **Ch2/51a/30**, **Ch2/53a/30**, **Ch2/54a/30**, **Ch2/56a/30**. There is also found a noun phrases with determiner that clear up quantity of the head noun that formed by determiner and compound noun. Sample **Ch2/52a/30**, where “a” as determiner shows the quantity and “role play” as the compound noun that stand for act-out activity.

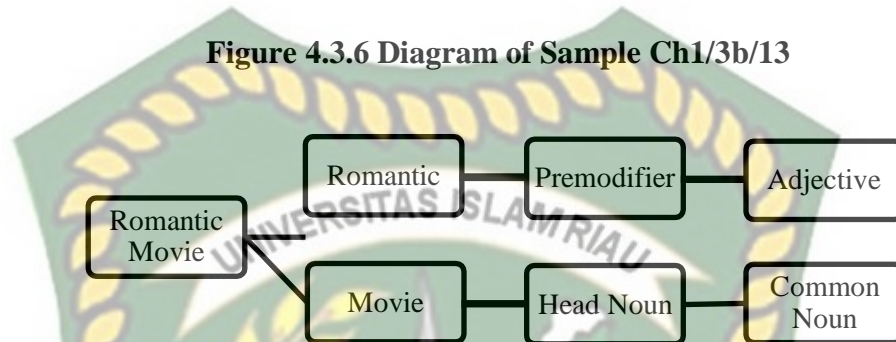
**Figure 4.3.5 Diagram of Sample Ch2/52a/30**



Furthermore, as stated on the table 4.2.2, the premodifiers that found in the textbook mostly are adjective. The premodifier that found has a function to clear up the character of the head noun. For example, sample **Ch1/3b/13**, where the word

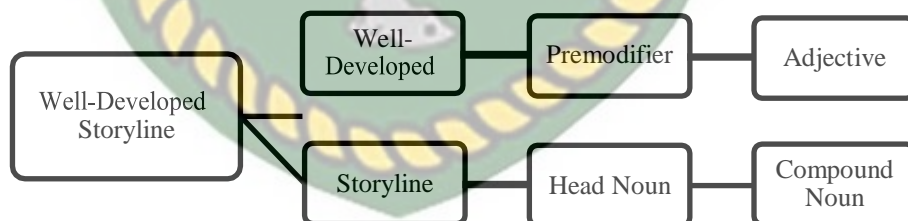
“romantic” as the premodifier clear up the character of common noun “movie” as the head noun. So, as a phrase, it being clear that the *movie* that mentioned is a movie with romantic story.

**Figure 4.3.6 Diagram of Sample Ch1/3b/13**



Besides, the other example is sample **Ch2/7b/24**, where the adjective “well-developed” as premodifier clear up the character or condition of compound noun “storyline” as the head noun. As the result, as a phrase it being clear that the *storyline* that mentioned is a good storyline that already built or made in good way as well.

**Figure 4.3.7 Diagram of Sample Ch2/7b/24**

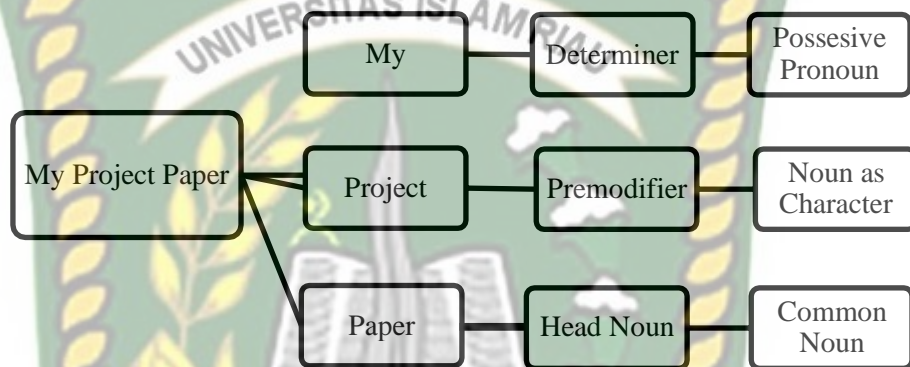


In Addition, from the table 4.2.4, the data shows there are more than 20 phrases that constructed by *determiner* + *premodifier* + *noun*. As researcher explanation above, mostly, the determiners are showing the possession or quantity of the head noun and the premodifiers mostly stand as the character of the head noun, even the premodifier come in form of noun word the function mostly still for



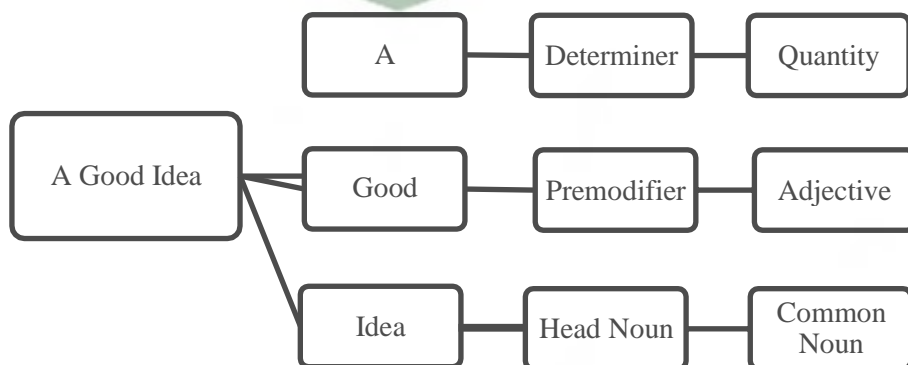
clear up the character of head noun. As an example, sample **Ch1/1d/3**, “My Project Paper”, possessive pronoun “my” come as determiner to clear up the possession of head noun, “project” come as premodifier to clear up which kind of task that meant by head noun “paper”.

**Figure 4.3.8 Diagram of Sample Ch1/1d/3**



There are another noun phrases with this kind of mixing found in the textbook, they are sample **Ch2/10d/21**, sample **Ch2/14d/26** and sample **Ch2/11d/21**. Moreover, another example is sample **Ch1/2d/6**, “A Good Idea”, where determiner “a” shows the quantity of the head noun and represented one in amount, the word “good” come as the character or condition of head noun “idea”.

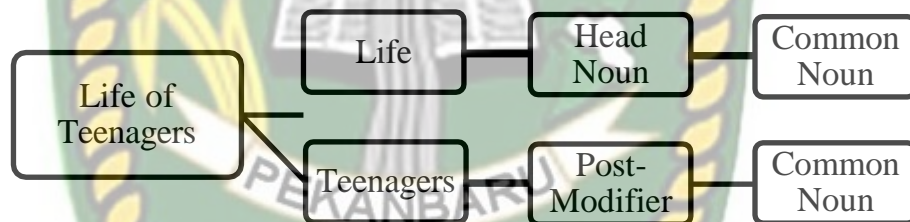
**Figure 4.3.9 Diagram of Sample Ch1/2d/6**



There are also another noun phrases with this kind of mixing found in the textbook, they are sample **Ch1/2d/6**, **Ch1/3d/8**, **Ch1/4d/10**, **Ch1/5d/11**, **Ch1/6d/12**, **Ch1/7d/12**, **Ch1/8d/12**, **Ch1/9d/15**, **Ch2/12d/22**, **Ch2/13d/23**, **Ch2/15d/26**, **Ch2/16d/26**, **Ch2/17d/26**, **Ch2/18d/26**, **Ch2/19d/27**, **Ch2/20d/30**, **Ch2/21d/30**, **Ch2/22d/30**.

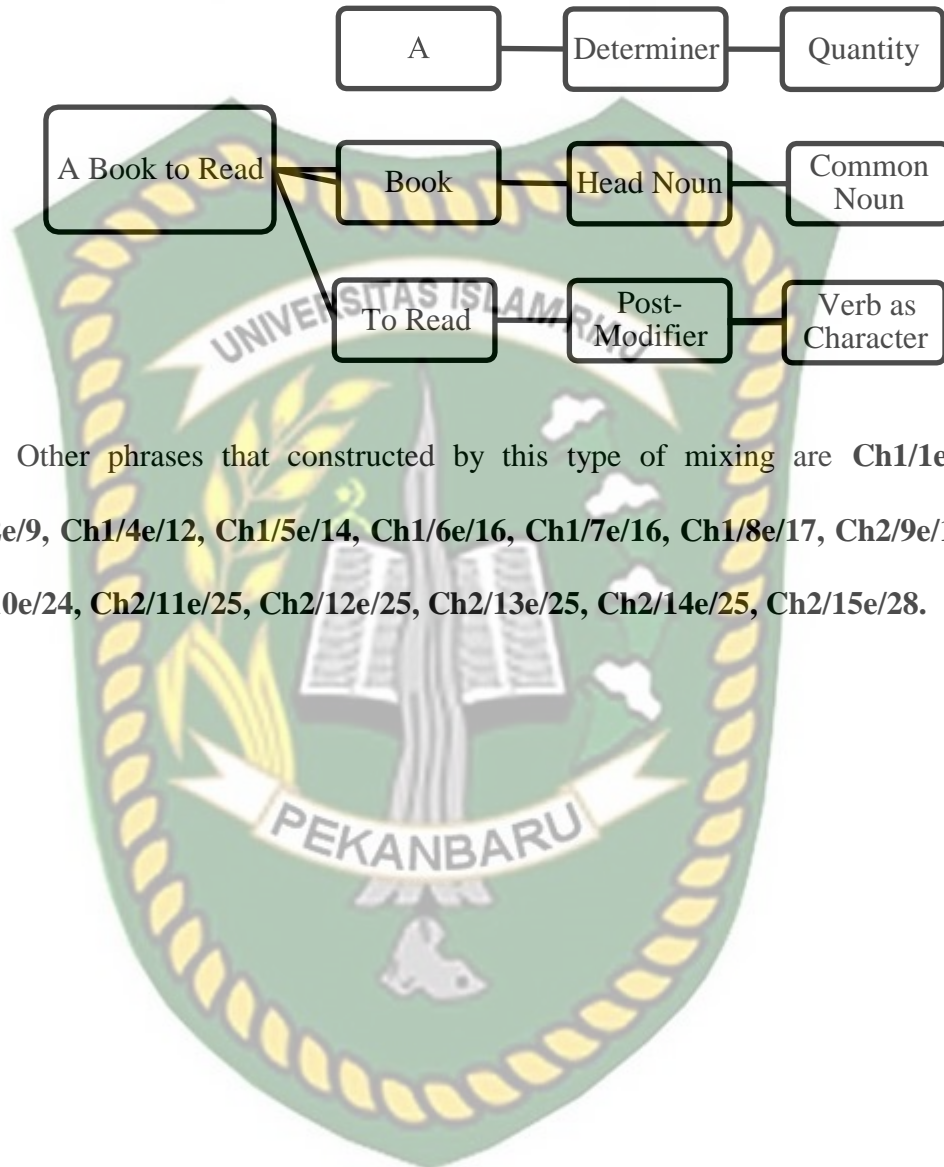
According to the sample **Ch2/1c/28** that stated on table 4.2.3, it can be seen that the word “teenagers” stand as the *post-modifier* and placed after the head noun “life”.

**Figure 4.3.10 Diagram of Sample Ch2/1c/28**



So, the phrase can give a clear information about whose life that going to talk. In fact, for noun phrases that consisted by post-modifier, most the phrases that found in the textbook started by determiner. There are about 15 phrases that consisted by *determiner + noun + post-modifier*. From the data that showed by table 4.2.5, all of determiner stand as the quantity of head noun, and the post-modifier added to clear up or to specify the head noun. For example, sample **Ch1/3e/10**, where determiner “a” shows the quantity, post-modifier “to read” specify the head noun “book”, so it being clear which book that meant by the phrase.

Figure 4.3.11 Diagram of Sample Ch1/2e/6



Other phrases that constructed by this type of mixing are **Ch1/1e/8**, **Ch1/2e/9**, **Ch1/4e/12**, **Ch1/5e/14**, **Ch1/6e/16**, **Ch1/7e/16**, **Ch1/8e/17**, **Ch2/9e/19**, **Ch2/10e/24**, **Ch2/11e/25**, **Ch2/12e/25**, **Ch2/13e/25**, **Ch2/14e/25**, **Ch2/15e/28**.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

The research is about to find out the noun phrases that exist in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. After conducted the research, there are some conclusions that already conclude:

- 1.) There are 103 noun phrases in total found in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir. In detailed, there are 56 noun phrases that constructed by determiner + noun, 9 noun phrases that constructed by premodifier + noun, 1 noun phrase constructed by noun + post-modifier, 22 noun phrases constructed by determiner + premodifier + noun and 15 noun phrases constructed by determiner + noun + post-modifier.
- 2.) In percentages, the percentages of noun phrases that constructed by determiner + noun is 54.3%, the percentages of noun phrases that constructed by premodifier + noun is 8.7%, the percentages of noun phrase constructed by noun + post-modifier is 1%, the percentages of noun phrases constructed by determiner + premodifier + noun is 21% and the percentages of noun phrases constructed by determiner + noun + post-modifier is 15%.
- 3.) The majority of determiner that used in noun phrases that exist in chapter I until chapter II of students' textbook Grade XI of SMAN 1 Singingi Hilir are possessive pronoun and quantity.

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