**STUDENTS' ABILITY TO ANALYZE THE CONSTRUCTION
OF ENGLISH NOUN PHRASE IN READING TEXT BY THE SEVENTH
SEMESTER STUDENTS OF ENGLISH DEPARTEMENT IN
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**(A Descriptive Research at the Seventh Semester of English Department
Muhamadiyah University of Makassar)**

A THESIS

*Submitted to the Faculty of Teacher Training and Eduation Makassar
Muhammadiyah Unviersity in Partial Fulfillment of the Reqirement for the
Degree of Education in English Departement*

**WINDI SUSANTO
10535595914**

**ENGLISH EDUCATION DEPATMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY ON MAKASSAR
2019**

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAR PENGESAHAN

Skripsi atas nama **WINDI SUSANTO**, NIM **10535 5959 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat keputusan Rektor Universitas Muhammadiyah Makassar **Nomor : 0018 Tahun 1440 H / 2019 M**, 22 Jumadil Awal 1440 H / 28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris S1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal **01 Februari 2019.**

Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M

PANITIA UJIAN :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, SE., MM. (.................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (.................)

3. Sekretaris : Dr. Baharullah., M.Pd. (.................)

4. Dosen Penguji : 1. Dr. Hj. Andi Tenri Ampa, M.Hum. (.................)

   2. Nur Devi Bte. Abdul, S.Pd., M.Pd. (.................)

   3. Muh. Arief Muchsin, S.Pd., M.Pd. (.................)

   4. Firman, S.Pd., M.Pd. (.................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D
NBM: 860 934

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

APPROVAL SHEET

Tittle	:	STUDENTS' ABILITY TO ANALYZE THE CONSTRUCTION OF ENGLISH NOUN PHRASE IN READING TEXT BY THE SEVENTH SEMESTER STUDENTS OF ENGLISH DEPARTEMENT IN MUHAMMADIYAH UNIVERSITY OF MAKASSAR
Name	:	WINDI SUSANTO
Reg. Number	:	10535 5950 14
Program	:	English Education Department Strata 1 (S1)
Faculty	:	Faculty of Teacher training and Education

Makassar, Februari 2019

Approved By

Consultant I

Dr. Hj. Andi Tenri Ampa, M.Hum.

Consultant II

Awalia Azis, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

Terakreditasi Institusi

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title	:	Students' Ability to Analyze the Construction of English Noun Phrase in Reading Text by the Seventh Semester of English Department in Muhammadiyah University of Makassar
Name	:	Windi Susanto
Reg.Number	:	10535595914
Program	:	English Education Department Strata 1 (S1)
Faculty	:	Faculty of Teacher Training and Education

Makassar, November 2018

Approved by:

Consultant I

Dr. Hj. Andi Tenri Ampa, M.Hum

Consultant II

Awalia Azis, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D
NBM: 860.934

Head of English
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

بســــم الله الرحمن الرحيــم

COUNSELLING SHEET

Name   : WINDI SUSANTO

Reg. Number   : 10535 5959 14

Jurusan   Pendidikan Bahasa Inggris

Title   : Students' Ability to Analyze the Construction of English
                 Noun Phrase in Reading Text by the Seventh Semester of
                 English Department Students in Muhammadiyah
                 University of Makassar

Consultant I : Dr. Hj. Andi Tenri Ampa, M.Hum.

Day/ Date	Chapter	Note	Signature
6/11/2018	1~V	– Penilaian individu – Hasil study	
4/12/2018	1~V	Hasil	
11/12/2018	1~V	ok c/m kuali	

Makassar,   2018
Approved by:
Head of English Education Department

Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

بِسْــــمِ اللّٰـهِ الرَّحْمٰنِ الرَّحِيْــمِ

COUNSELLING SHEET

Name	:	**WINDI SUSANTO**
Reg. Number	:	10535 5959 14
Jurusan		Pendidikan Bahasa Inggris
Title	:	Students' Ability to Analyze the Construction of English Noun Phrase in Reading Text by the Seventh Semester of English Department Students in Muhammadiyah University of Makassar
Consultant II	:	Awalia Azis, S.Pd:, M.Pd.

Day/ Date	Chapter	Note	Signature
16/10 - 18		*Findings & Discussions. See page 35. Mean score & percentage. Modification analysis.*	
27/10 - 18		*Mean score with clarification Table!*	
36/10 - 18		*Conclusion & Suggestion. Bibliography*	

Makassar,   2018
Approved by:
Head of English Education Department

Ummi Khaerati Syam, S.Pd., M.Pd

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama	:	Windi Susanto
NIM	:	10535 595914
Jurusan	:	Pendidikan Bahasa Inggris

Students' Ability to Analyze the Construction of
English Noun Phrase in Reading Text by the Seventh
Semester of English Department in Muhammadiyah

Judul Skripsi   : *University of Makassar*
  (A Descriptive Study of the Seventh Semester of English

Department in Muhammadiyah University of Makassar)

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Windi Susanto

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin No. 259 Telp. (0411) 866972 Makassar 90221

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : Windi Susanto

NIM   : 10535 595914

Jurusan   : Pendidikan Bahasa Inggris
                 Students' Ability to Analyze the Construction of
                 English Noun Phrase in Reading Text by the Seventh
                 Semester of English Department in Muhammadiyah
Judul Skripsi : ***University of Makassar***
                 (A Descriptive Study of the Seventh Semester of English
                 Department in Muhammadiyah University of Makassar)

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Makassar,   Desember 2018

Yang membuat perjanjian

Windi Susanto

MOTTO

"Do The Best That you Can for the best result"

I dedicate this thesis to:

my parents, my brothers, my sister,

my cousins, all my best friends and to all people who always support me.

for your sincerities and lots of prayers in supporting

the researcher making his dream comes true.

ABSTRACT

Windi Susanto, 2018. *The Students' Ability to Analyze the Construction of Eglish Noun Phrase in Reading Text by The Seventh Semester Students in Muhamadiyah University of Makassar* (*A Descriptive Research at Muhammadiyah University of Makassar*) under the thesis of English Education Department, the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, guided by Hj Andi Tenri Ampa and Awalia Aziz.

This research aimed to find out the students' ability to analyze the construction of English noun phrase in reading text with the scope of study (1) to find out the students ability to analyze the construction of pre-modifier in noun phrase (2) to find out students' ability to analyze the construction of post-modifier in English noun phrase. The research was conducted at Muhamadiyah University of Makassar.

This research used a descriptive quantitative method and the instrument was questionnaire by using reading text. The reading text was distributed to the students at seventh semester at Muhammadiyah University of Makassar, English Department of Faculty of Teacher Training and Education.

The findings of this research showed that the students' ability to analyze the construction of English noun phrase was still very poor. There were two classifications which were explained in findings. The first classification of students' ability to analyze the construction was pre-modifier. The score of students' ability to analyze pre-modifier in noun phrase was 34.49 and there was 64.70% who got very poor. The second classification was students' ability to analyze post-modifier. The score of students' ability to analyze post-modifier of noun phrase was 14.54 and there was 76.47% who got very poor.

Based on the result above, it could be concluded if the students' ability to analyze the construction of English noun phrase in reading text by the seventh semester students of English Department at Muhammadiyah University of Makassar on academic year 2018/2019 was very poor.

Keywords: Noun Phrase, students' ability, Descripive research.

ABSTRAK

Windi Susanto, 2018. Kemampuan Siswa untuk Menganalisis Konstruksi Frasa Kata benda Eglish dalam Teks Bacaan oleh Mahasiswa Semester Ketujuh di Universitas Muhamadiyah Makassar (Penelitian Deskriptif di Universitas Muhammadiyah Makassar) di bawah tesis Departemen Pendidikan Bahasa Inggris, Fakultas Pelatihan dan Pendidikan Guru, Universitas Muhammadiyah Makassar, dibimbing oleh Hj Andi Tenri Ampa dan Awalia Aziz.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa menganalisis konstruksi frase nomina bahasa Inggris dalam membaca teks dengan ruang lingkup studi (1) untuk mengetahui kemampuan siswa menganalisis konstruksi pre-modifier dalam frase nomina (2) untuk mengetahui kemampuan siswa untuk menganalisis konstruksi post-modifier dalam frasa kata benda Bahasa Inggris. Penelitian ini dilakukan di Universitas Muhamadiyah Makassar.

Penelitian ini menggunakan metode kuantitatif deskriptif dan instrumen berupa angket dengan menggunakan teks bacaan. Teks bacaan tersebut dibagikan kepada para siswa pada semester ketujuh di Universitas Muhammadiyah Makassar, Fakultas Bahasa Inggris Pelatihan dan Pendidikan Guru.

Hasil Penelitian ini menunjukkan bahwa kemampuan siswa untuk menganalisis konstruksi frasa kata benda bahasa Inggris masih sangat buruk. Ada dua klasifikasi yang dijelaskan dalam temuan. Klasifikasi pertama kemampuan siswa untuk menganalisis konstruksi adalah pra-pengubah. Skor kemampuan siswa untuk menganalisis pra-modifier dalam frasa kata benda adalah 34,49 dan ada 64,70% yang mendapat sangat buruk. Klasifikasi kedua adalah kemampuan siswa untuk menganalisis post-modifier. Skor kemampuan siswa untuk menganalisis post-modifier dari frase nomina adalah 14,54 dan ada 76,47% yang mendapat sangat buruk.

Berdasarkan hasil di atas, dapat disimpulkan jika kemampuan siswa untuk menganalisis konstruksi frasa kata benda bahasa Inggris dalam membaca teks oleh mahasiswa semester tujuh Jurusan Bahasa Inggris di Universitas Muhammadiyah Makassar pada tahun akademik 2018/2019 sangat buruk.

Kata kunci: Frasa Kata benda, kemampuan siswa, penelitian deskriptif.

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I realize that this thesis is still far from perfection. I highly expect criticism and suggestions from all parties to perfect this report. Hopefully this Thesis will benefit the development of science. Only Allah Rabbil Alamin can provide a worthy reward. Hopefully all our activities will always be worthy of worship at His side.

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Researcher

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CHAPTER I

INTRODUCTION

A. Background

Phrase is one important element in English especially in grammar that the students must learn and know in learning English. It has an important role in grammar or in making sentence. Phrase can be found in almost every reading text book or some other journals. In carrying out the ability in mastering English, students face some difficulties which one of them is about the role in grammar itself which is related to grammar role.

In addition, Crystal (1992) explanes that phrases as an element of structure which is containing more than one word, but short of the subject-predicate structure usually found in a clause." Finch (1999), he defines phrase as a syntactic part or unit that typically consists of more than one word and is intermediate between word and clause level in sentences.

Based on the explanation above, if we take a conclusion about phrase, phrase sounds like simple element in English and it is quite easy to understand. But in fact, most of students get difficulties to analyze the pattern of phrase, even though they have some information about the definition of phrase. In English, there are some kinds of phrase that people will find when they are learning English. One of the phrases is Noun Phrase.

Noun phrase is a phrase that is formed by noun and its modifiers. The modifiers that precede the noun are called pre-modifiers. For example, in the

tall building, the tall becomes pre-modifier and building is as head of phrase. Then, the modifiers that come after noun are called post-modifier. For example, in a man black trouser, man is as the head of phrase and with black trousers is as the post modifier. S. Abney (1987:1) mentions, "a noun phrase is a group of word that does the work of a noun. A noun is eather a pronoun or any grup of words that can be releaced by a pronoun".

In addition, Nordquist (2009:1) also defines that noun phrase is a phrase that plays the role of a noun in a sentence. The head word in a noun phrase will be a noun or a pronoun. Noun phrase is one of important element in forming sentence. It could appear in simple or complex sentences. When leaners learn about grammatical order in English they must learn about the word and then the phrases before they are going to make a sentences. In the nature of learning English, learners can find some problem and different elements in forming noun phrase or analyzing the noun phrase in English.

The most often become to complain in learning English is the structure and some elements in English that should be mastered before going into the next level of learning. Ability in using and analyzing the structures and contents of the text in English is mostly in fluenced by the understanding of the students related to the grammatical rules. So, many students are confused in learning English because they are not learning English well. Therefore, the students have to know first about some elements in grammar before trying to form a sentence or be able to analyze the sentences. One of the important element in forming seneteces is phrase.

The difficulties of Learners in understanding English are also because the learners have little knowledge to be able in analyzing English noun phrase in reading text because they are short of sources and information and also understanding about it. To overcome this problem, the lecturers should stimulate students more comprehensively about the element in English especially phrases. Concerning the fact that the time to learn English in the classroom is not adequate, lecturers should encourage students to learn English outside the regular classroom time. Therefore, the ability of the students in knowing noun phrase can be tested by using English reading text.

English reading text is a text that provide some information for students about English and the text of course is written by using English. the reason why researcher wants to do a research about the ability of students in analyzing noun phrase is because this research is still needed to provide some information about the ability and students' understanding about English.

From the explanation above, the researcher concludes that noun phrase is one element in English that learners have to understand before they are trying to form a sentence or to analyze the noun phrase in reading text or in any journals. When learners are able to analyze the basic form of noun phrase, they are able to form an English noun phrase too. So, in this process, researcher can say it is very important to know the formula and the pattern about noun phrase.

In addition, the researcher takes a conclusion if it is important to conduct the research about noun phrase to check the students' ability in analyzing noun phrase. The researcher also needs to collect some data about students' skill in

English especially in analyzing noun phrase in order to find the specific information or data about the students' ability.

B. Problem statement

From the background above, the problems are formulated as follows:

1. How is the students' ability to analyze the consctruction of pre-modifier of noun phrase in English reading text by the seventh semester of English Department students of Muhammadiyah University of Makassar?

2. How is the students' ability to analyze the consctruction of post-modifier of noun phrase in English reading text by the seventh semester of English Department students of Muhammadiyah University of Makassar?

C. Objective of the study based on the Problem statement

Based on the problem statement above, the aims of this study are formulated as follows:

1. To find out the students' ability to analyze the consctruction of pre-modifier of noun phrase in English reading text by the seventh semester of English Department students of Muhammadiyah University of Makassar.

2. To find out the students' ability to analyze the consctruction of post-modifier of noun phrase in English reading text by the seventh semester of English Department students of Muhammadiyah University of Makassar.

D. Significance of the study

1. Theoretically, the result of the research can contribute useful information for the future descriptive research with the similar problem.

2. Practically, the result of this research can be used as information to the English learners to evaluate their understanding about noun phrase.

E. Scope of the study

This research is restricted to analyze pre-modifier and post-modifier and also the head of noun phrase construction. This research will be conducted at the seventh semester students of English Departement in Muhamadiyah University of Makassar.

CHAPTER II

REVIEW RELATED OF LITERATURE

A. Concept of Noun Phrase

1. Definition of Noun

   Among the part of speech, Noun is widely use in sentence constructions, it may function as subject, object, or complement in a sentence. According to Leech "... nounsusually function as do pronouns, as the subject, object or complement of a verb, or follow preposition"Noun itself, rarely used as a single word in sentence, but it is usually modified by other part of speech, such as adjectives, adverbs, nouns, orverbs. This construction will make what is called noun phrase. Danesi said "that noun is word that allow you to name and label the person, entities, places, and concept that make up our world".This means noun is the important part to make a good descriptive writing for the students. It is needed the students to arrange their idea be a paragraph of sentences.

   Frank states" the noun in English 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.In addition, it may function as the chief or "head" words in many structures of modification.

2. Kinds of Phrases

   Adapted from Quirk et.al (1985: 60), "A phrase is by merging (a technical term meaning „combining") two words together". Kolln states

"A phrase is a word or group of words that functions as a unit within the sentence".A phrase will always have a head or headword; and as you might expect, the head word of the noun phrase is noun. Based on Burton opinion "generally a phrase is defined as a sequence of words that can function as a constituent in the structure of sentence. Phrase is an annexation of two or more words, which obtain a word as a central idea from this annexation, these words make a new explanation of the meaning. English has some prominently phrase such as; noun phrase, verb phrase, adjective phrase, adverb phrase, prepositional phrase, infinitive phrase, gerund phrase and participle phrase.

The first phrase is noun phrase. Noun phrase is group of words (two or more words) which is ended by a noun that becomes central idea. In this phrase, the head is a noun and the modifier is adjective. The function of noun phrase is as a subject of a sentence or as object. For example; the book on the table is yours. From that example we can analyze if the noun phrase takes place as a subject and object of preposition where the head is noun (table) and the modifier is the (article).

The second phrase is verb phrase. Verb phrase is an annexation of two or more word that can explain the other verb or can give new explanation. In this phrase, the verb became the head and the modifier is auxiliary verb or modal. As an example, he is writing a letter. From the example we can analyze if the verb phrase is formulated by using helping

or auxiliary verb "is" and added with ordinary verb "write". So, the head is writing and is as a modifier.

The third phrase is adjective phrase. Adjective phrase is group of words which consists of two or more words that have an adjective as a headword and adverb as a modifier. The adjective phrase give explanation about the subject. For example, he is very smart in the class. From that example we can analyze if adjective phrase is formulated by forming adverb and adjective. The head at the example is smart and very is as modifier that modifies the head.

The fourth phrase is adverbial phrase. Adverbial phrase is group of words that is organized by three or more words where the adverb as head word. Just like the other phrase that had a headword. The headword in this phrase was adverb. So, the adverb modifies another adverb. As an example, she sings the song very beautifully. From the example, we can analyze if the head of the phrase is beautifully and the modifier is very.

The fifth phrase is prepositional phrase. Preposition phrase is two or more words that are arranged in combination word with that preposition as a head word and noun or noun phrase as its modifier. For an example: I usually take a walk in the afternoon. From the example we can analyze if the head is the preposition itself and the modifier is the noun phrase. In the context is "in" as a preposition and "the afternoon" as noun phrase.

The sixth phrase is infinitive phrase. Infinitive phrase is phrase that the head word is an infinitive. Infinitive phrase can appear on the first

sentence or at the end as a subject or an object. For an example, to save some fruits in the refrigerator is good.

The seventh phrase is gerund phrase. Gerundive phrase is phrase that the gerund as a head word. For an example; swimming in the beaches not easy. Gerund can be a subject or an object.

The last phrase is participle phrase. Participle phrase is phrase that is organized by participle together with other word (such as: preposition, adverb, adjective, noun). There are two kinds of participles; they are present and past participle. For an example, having no money, she tries to apply job in a company. From the example before, we know that participle phrase is followed by a comma and its function as an modifier to give some information about the subject.

3. Definition of Noun Phrase

Noun phrase are a crucial part of natural language. They convey much of the content in a sentence and are therefore vitally important when parsing. Noun and noun phrase are also particularly productive, and interpreting the new vocabulary that is constantly introduced to the language is a difficult task. A Noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjective (small, red, lovely), adjective phrase, adjective clause, possessive adjective (my, his, her, their) adverbs (very, extremely, usually), determiner (the, a, an), preposition phrase and other nouns in the possessive case.

According to Quirk and Greenbaum " The noun phrase typically functions as subject, object, complement of sentences, and as complement in prepositional phrase". Brendan S. stated "A noun phrase (NP) is a construction that typically has either a noun (N) or a pronoun (Pro) as its central constituent, i.e., that noun or pronoun must be regarded as the "head" or most important element in the phrase". However, Gelderen defines "The group of word is called a phrase. If the most important part of the phrase, i.e. the head is an adjective, the phrase is an adjective phrase, if the most important of the phrase is a noun the phrase is a noun phrase, and so on.

A noun phrase is a group of related words that can act as a single noun-like unity within a sentence. Prahi (2006:1) mentions, "A noun phrases a group of words that does the work of a noun. A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun." Nordquist (2009:1) mentions that a noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun.

4. Elements of Noun Phrase

According to lecch, on a book by the title "English Grammar For Today". The structure of noun phrase has three elements, they are: a) the head of a noun phrase are :a noun, a pronoun, an adjective, an enumerator and genitive phrase. The noun can be like the doll, school wall and so on. The pronoun can be like her, him, my and many more. The adjective is

like lazy, smart and so on. The enumerator phrase is like all fifteen and the genitive phrase is like John's or possessive construction.

After the main item of the noun phrase, there is pre-modifiers and post-modifier in the construction of noun phrase. Both of these modifiers take important role in the noun phrase construction, where the modifier modifies the noun.

Pre modifier is a modifier that appears in front of the noun phrase construction. In this context, pre-modifier appears before the noun. There are six pre modifiers of noun phrase; they are determiner, enumerator, adjective, noun, genitive phrase and adverb.

Post-modifier is a modifier that appears at the end of noun phrase construction. In this context, the post-modifier appears after the head. There are four kinds of post modifier of noun phrase, they are; preposition, relative phrase, adverb and adjective.

5. Function of Noun Phrase

Like a word phrases can be classified by their external function and by their internal form. By "form", the structure of the phrase is made of word and other constituents. Typically in a phrase composed of head and post modifier tend to be phrase or clause. Noun phrase has functions as a subject, an object and as a complement. For example, this must the house. From that example we can analyze if the noun phrase acts as a complement and appear at the end.

Noun Phrase including noun and pronouns perform eleven main grammatical function within sentences in the English Language. Noun is traditionally defined as "person, place, things, and ideas". Noun phrase is defined as phrase that consist of a noun or pronoun and any number of constituent including adjective, determiner, preposition phrases, verb phrase, and adjective phrase clauses.

The first function of noun phrase is as a noun. A noun phrase consists of a noun including a pronoun plus any determiner, modifiers, and complements. For example: The big blue ball and someone to love.

The second function of the noun phrase is as a subject. A subject is a word, phrase, or clause that problems actions of or act upon the verb. For example: The baby cried. Dogs and cars make excellent pets. We can see at the example the noun phrase appears at the first sentence and has function as a subject.

The third function of noun phrase is as a subject complement. A subject complement is a word, phrase, or clause that follows a copular, or linking, verb and describes the subject of a clause. The terms predicate nominative and predicate noun are also used for noun phrase that functions as subject complement. For examples: My grandfather is teacher. Our favorite pets are dogs with short hair.

The fourth function of noun phrase is as a direct object. A direct object is a word, phrase, or clause that follows a transitive verb and answers the question "who?" or „what?" receives the action of the verb. For

examples: The children eat all the cookies, the woman has always hated bird and rats.

The fifth function of noun phrase is as an object complement. Object complement is defined as noun, pronoun, noun phrase, adjective, and adjective phrase the directly and modify the direct object. For examples: We consider our pet our baby.

The sixth function of noun phrase is as an indirect object. An indirect object isword, phrase, or clause that indicates to or for whom or what the action of a intransitive verb is a performed. For examples: My friend bought me flowers.

The seventh function of noun phrase is as a preposition complements. A preposition complement is a word, phrase, or clause the directly follows a preposition and completes the meaning of prepositional phrase. For example: My husband bought flower for me.

The eighth function of noun phrase is as noun phrase modifier. A noun phrase modifier a word, phrase, or clause that modifiers or describes a noun including pronoun or noun phrase. For examples: The childactor won an award.

The ninth function of noun phrase is as determinatives. Determinatives provide information such as familiarity, location, quantity, and number. Possessive nouns which are a noun, pronoun, or noun phrase and the possessive clitic (apostrophe s or s apostrophe) function as determinative. Possessive noun indicate possession of or some other

relationship to another noun or noun phrase. For examples: My brothers apartment is small. I found every ones reports informative.

The tenth function of noun phrase is as an appositive. An appositive is a word, please or clause that modifies or explained another noun phrase. For example: my grandfather, the farmer, bought more farm land. The teacher, my uncle, assign a lot of a work.

The eleventh function of noun phrase is an adjunct adverbial. An adjunct adverbials is a word, please or clause that modifies and entire clause by providing additional information about time, place, manner, condition, purpose, reason, result, and concession. For example: today they children woke up early. Yesterdaythe children slept in late.

In another side, Quirk et.al (1985: 62) stated that noun phrase may have different functions in the clause and a semantic role is associated with each function. The semantic role describes the status of an NP in relation to the action or state denoted by the verb. There are some functions of noun phrase, they are; noun phrase as a subject, noun phrase as an object, noun phrase as a complement, adverbial, prepositional object.

The first function of noun phrase or noun is as a subject in sentence when the noun phrase precedes the verb in clause or sentence. For example, John came early. In this sentence, we can analyze that noun precedes the verb in the sentence, so the subject is John and the verb is came and early as an adverb. In addition, According to Yule (1985: 117) Verbs such as 'see,

know, or enjoy' which do not denote any action require an experiencer subject. For example, I saw the accidents.

The second function of noun phrase or noun is as an object in the sentence. There are two kind of object based on the explanation from expert above, they are; direct and indirect object. Direct object is object that directly related to the thing that appear or occur when the speaker is speaking with another person. For make it clearer, let see the example, the headmaster gave George a new book. From the example we can analyze if the headmaster is a subject and the book as a direct object and George is as indirect object.

The third function is as complement. In addition to being the subject, an NP can also be the complement of the subject when it occurs after certain verbs such as 'be', 'become', 'seem' which are called copula verbs or linking verbs since they join the subject and the complement together, (Close, 1975: 21). This function is shown in the following examples: Tom was my best friend, John become a doctor. In addition, the complement, whether subject or object, has the semantic role of the attribute for which, Greenbaum and Quirk (1990: 209-210) distinguish two subtypes: "identification" and "characterization"

The fourth function of noun phrase or noun is as adverbial. An adverbial, which is normally realized by an adverb or a prepositional phrase, can also be realized by a noun phrase expressing time as in; He was there **last week**. The NP adverbials 'last week' and 'two times' have the semantic roles of fixed

position on a temporal scale and duration respectively (Quirk et.al., 1985: 481-482).

The last function is as prepositional object. an NP can function as a complement to the preposition in a prepositional phrase as in the examples. I was sitting on a wooden chair. Such noun phrases will have the semantic roles of the adverbial they function within, that is of spacial and temporal, respectively

Based on the explanation above, there are some different between the argumentations from some experts. There are different amounts in function of nun phrase. The first expert stated if there are nine functions of noun phrase but the second expert only mention four functions of noun phrase. It means there are some kinds of different in the function of noun phrase based on some experts.

6. Formation of Noun Phrase

According to Tsimpili (1996), the formation of noun phrase consists of a determiner and noun plus all its modifiers. Here are the formations of noun phrase: first the determiners followed by the noun for example, the book. On the example, "the" as a determiner and book as a head or noun. The second, determiner is followed by noun. For example, some extremely interesting, really beautiful used books. The third, the determiner is followed by noun that modifies phrases or clauses. For example, some interesting, really beautiful used grammar books with red cover.

According to Carthy noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. They indicate how much or how many, whose, which one, and similar information about noun that follows. There are eight types of determiners. They are articles, possessive pronouns, relative pronouns, demonstrative pronoun, indefinite pronoun, cardinal number

According to some experts above, determiners are one of the most important elements in forming noun phrase or in noun phrase construction. Determiners in noun phrase take role as a modifier and become the important elements in forming noun phrase. Determiners in noun phrase formation are placed in front or before the noun. Kinds of determiner can we see according to Sherman explanation above.

In addition, some other experts give explanation about elements that included in NP structure. According to Stagaberg (1979: 185) Noun Phrase, "consists of a noun and all the words and word groups that belong with the noun and cluster around it." An NP may be very simple consisting of one word only: a proper noun 'John' or a pronoun 'they', but it may be an "indeterminately long and complex structure" having a noun as head preceded by other words such as an article, an adjective, or another noun, and followed by a prepositional phrase or by a relative clause (Quirk and

Greenbaum, 1973: 17). The following table adapted from Quirk et.al (1985: 62) gives an illustration of the possible NP forms:

Table 2.1 Formulation of Noun Phrase

Determinative	Premodification (pre-modifier)	Head	Postmodification (Post-modifier)	Complementation (Complement)
Alice's That Those A The A	Fine Warm Better Best Good	Him Peter Wedding Girl Days Story Trip Trip	With her red hair In the country last year That I once had	Than that That I ever had

Based on the illustration table above, there are some sentences which are divided into some different element in formulation on noun phrase. Some of the elements have their function and their own ole in forming noun phrase n English noun phrase construction. The elements are determinative, pre-modifier, head, post-modifier and complement.

The first element from the phrase above is determinative. From the table above, we can analyze and understand if the determinatives can be form from some kinds of words. Such as using apostrophes, demonstratives pronoun in singular or plural form, article, number, and

some other kinds that have been mentioned above in function of noun phrase.

The second element from the phrase above is pre-modifier. From the table above, we can analyze the kinds of word that can be pre-modifiers are adjective words. Adjectives can be in base form or in comparison form.

The third element that we can see and analyze from the table above is the head. Head is the main element in phrase that becomes a word which can differ from one phrase to other phrase. Because we are learning about noun phrase, so the head of this phrase must be a noun. From the table above, we can find some kinds of noun. Such as name, place, days and gender. Of course there are some other kinds of noun.

The fourth element that we can see and analyze from the table above is post-modifier. The kind of word which is used in post-modifier is just the same as the word that is used in pre-modifier. The different between pre-modifier and post-modifier is only in place or the location of the modifier.

The last element based on the table that we can see and analyze is complement. The element of complement is only gives extra information related to the phrase. The existence of complement in noun phrase construction does not really affect the main formation of noun phrase. Sometimes in non phrase construction there is no complement but sometimes the phrase contains a complement.

As the conclusion, the table above contains some elements which is needed in forming good and correct noun phase. The construction of noun phase must be consisted of modifier and head. The modifier can be pre-modifier or post-modifier and the head must be suitable to the kinds of phrase that is being spoken. In this context, based on the table and the title, we are talking about noun phrase. So, the head must be words that have classification as noun. It cannot be verb, adjective, adverb or some other word classes.

According to Ba'dulu (1999:37) a noun phrase is a word with noun as its head. A noun phrase may consist of a determiner slot filled by an article, a possessive pronoun, a numeral, or a demonstrative, and a head slot filled by noun. For example; a man, his book, their father, one book, many students, that book, this student, etc.

According to Jackson (1982:66) the noun phrase in English is composed potentially by three parts. The central parts of a noun phrase, the head, is obligatory it is the minimal requirement for the occurrence of a noun phrase. the other two parts are optionally occurring. The head may be preceded by some pre-modification, and it may be followed by some post-modification. For example; in the noun phrase that old car in the drive. Car constitutes the head-it is the primary reference of the phrase, that old is the pre-modification, and in the drive the post-modification. For further explanation about the parts of noun phrase can we see in following explanations.

a. Pre-modifier

The pre-modification in a noun phrase consists a number of word classes or sub classes in a specific order: identifier, numeral/quantifier, adjective, noun modifier, as for example in the noun phrase *these five charming country cottages.*

The class of identifiers includes articles (a, the, an), demonstratives (this, that), and possessive pronouns (my, your, his, her, etc) and they come before any numerals ore indefinite quantifiers that may be present, for example *those fifty postage stamp, the many enquiries, her first attempt.* Only one identifiers may occur in any noun phrase. that is to say, article, demonstrative and possessive are mutually exclusive in English.

More than numeral or quantifier may, however occur in a noun phrase, though there is a restricted number of possible combinations. Favorite sequences are ordinal numeral (especially first and last) + indefinite quantifier, example; *the first few hours.* Ordinal + cardinal, example; several thousand people, many scores of ants.

Adjectives, which function is to amplify the head noun in some way, come after the identifiers and numerals. Several adjective, or none at all, may occur in a noun phrase, and when a numeral of adjectives do occur there appears to be some principle of ordering at work. For example; native speakers regard big red fox as grammatical, but the red big fox as deviant.

Between adjectives and the noun modifiers. Thus, nouns may function not only as the head of noun phrases, but also as modifiers in the noun phrase, example; a country garden, the village policeman, the news agency. It is unusual for more than one modifier to occur in a noun phrase.

b. Head

The most usual kind of head of a noun phrase is a noun, like car in the example above. Alternatively, the head may be a pronoun of some kind, very commonly a personal pronoun, such as; he is there. Other kinds of pronoun functioning as a head of a noun phrase include: indefinite pronoun, e.g someone in someone called; possessive pronoun, eg mine in mine are green; demonstrative pronoun, eg this in this beats everything. When a pronoun functions as a head of a noun phrase, it usually occurs without any kinds of modifications: pre-modification is virtually impossible of pronouns, though post-modification may occasionally be found, eg he who hesitates. There is also a restriction on the modification that may be found with proper nouns, those referring to unique persons and thing; again post-modification is possible, while pre-modification rarely occurs, eg Lovely Morecambe, which we visited last year.

c. Post-modifier

The post-modification (post-modifier) in a noun phrase is most commonly filled not by specific word classes or sub classes, but by phrases or clause. Three kinds of phrasal/clausal post modification occur; relative clause, non-finite clause, and prepositional phrases. Additionally, it is possible for an adjective and adverb to function as post modifier in a noun phrase.

Adjective post modification is found usually with definite pronouns as head: these cannot be pre-modified by adjective, example: something strange, somebody brave, example blood royal, heir apparent. Adverb are rather more frequently found as post-modifiers in noun phrases, example: the time before, the room above, the morning after, the bus behind. These examples could possibly be regarded as reductions of a prepositional phrase, example: the time before this one, the room before us.

A relative clause, is a full clause, one of whose members consists of relative pronoun as head, which refers back to the head noun of the noun phrase in which it occurs as post-modifier. For example: the man who came here yesterday. The relative clause is who came here yesterday, with who as the relative pronoun which refers to the man.

Non-finite clauses are clauses usually without subjects, introduced by a noun-finite form of verb. there are, therefore, three kinds of non-finite clause, according to the form of the verb that introduce them:

1) Infinitive clause, example: to answer this question

2) Present participle clause, example: coming down the road

3) Past participle clause, example: expected to arrive at any moment.

The most frequently occurring kind of post-modifier in a noun phrase is a prepositional phrase example of post-modifier by using prepositional phrase is: the man after me, in which after me is the prepositional phrase as post-modifier.

7. Arrangement of Head and Modifier

A noun headword in noun phrase can be accompanied by the determiners (the, a, an, some, this, etc) and other modifier. Modifier that precedes the headword are called the pre-modifiers, and the modifiers which follow the headword are called post-modifiers (Leech & Svartvik: 1983:24). It can be described as follows

NP
| | | |
Det (s)   (Pre-mod)   Head   (post-mod)
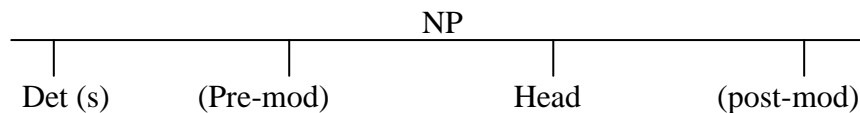
Figure 2.1 Parts of Noun Phrase

a. Pre-Modifier + head (M + H)

The modifier + Head patterns 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-modifier in English noun

phrase can be an adjective, a noun, a verb in the –ing form or in a verb in the –ed form.

1) Determiner + Noun

   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 (the), indefinite article (a, an), pronoun which consists of diacritic (that those), personal (my, her), indefinite (any, some), interrogative (which, what), and negative (no). post modifier includes cardinal numbers (one, two, three), ordinal numbers (first, second), and quantifier (few, much, many).

2) Adjective + Noun

   Adjectives typically denote some quality or property attributed to nouns; most commonly, there are used to narrow down, or specify, the reference of nouns. For example: black shoes.

3) Noun + Noun

   Noun themselves may act as noun phrase pre-modifiers (brown & Miller, 1999:260) for example: gold ring. 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 noun in English noun phrase.

4) Verb –ing/ -ed + Noun

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. for example: cleaning service.

b. Head + Modifier

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 propositional phrase, relative clause, and report other types of modifier, including adverb, adjective, noun phrase in opposition, and other types of clause.

In structure of a noun phrase, the function of modifier may be realized by means of an adjective or adjective phrases, 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.

1) Noun + Adjective (adjective phrase)

Adjectives sometimes precedes the noun as post-modifier in noun phrase, an adjective phrase can also follow or modify the noun headword. For example: something burned in the kitchen.

2) Noun + Adverb

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. For example: the girl downstairs.

3) Noun + Prepositional Phrase

Another modifies occurring after a noun headword in an English noun phrase is the prepositional phrase. for example: the best day of my life.

4) Noun + Infinitive Clause

Infinitive clause can modify the noun headword in an English noun phrase. the infinitive in this clause is usually preceded by 'to'. For example: A too to cut the iron.

5) Noun + -ing Participle Clause

It is a type of noun clause equivalent to relative clause that fiction as 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.

6). Noun + -ed participle clause

The –ed participle clause the other type of non-finite clause can follow or modify a noun headword. In this case the participle clause correspondence in meaning to a passive relative clause, but the participle contains none of the distinction that can made by tense and aspect. For example: attention paid to this case.

7) Noun + Relative Clause

A noun headword in an English noun phrase can also be modified by a relative clause, which modified the preceding noun or pronoun. The noun being modified is called the antecedents. For example: the girl who sitting next to me.

B. Conceptual Framework

```
┌──────────────┐   ┌──────────────┐      ┌──────────────┐
│   English    │───│    Pre-      │──────│  Determine,  │
│ Noun Phrase  │   │  Modifier    │      │  adjective,  │
└──────────────┘   └──────────────┘      │  noun etc.   │
                          │              └──────────────┘
                          │                     │
                   ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
                   │    Head      │───│    Noun      │───│   Reading    │
                   │              │   │              │   │    Text      │
                   └──────────────┘   └──────────────┘   └──────────────┘
                          │                  │                  │
                   ┌──────────────┐   ┌──────────────┐          ▼
                   │    Post-     │───│ Preposition, │   ┌──────────────┐
                   │  modifier    │   │ relative     │   │  Ability to  │
                   │              │   │ phrase,      │   │ analyze noun │
                   └──────────────┘   │ adjective,   │   │    phrase    │
                                      │ adverb etc.  │   └──────────────┘
                                      └──────────────┘
```
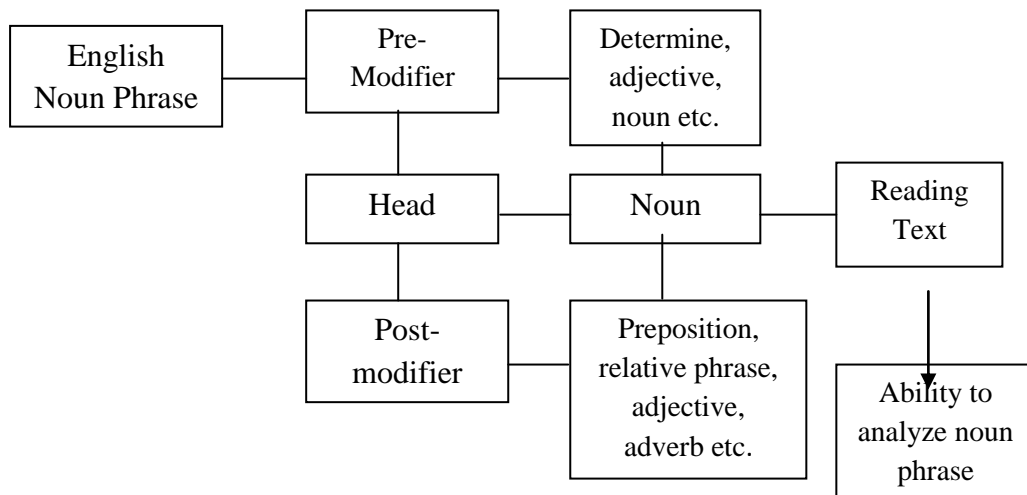
Figure 2.2 The Conceptual Framework

In this research, the researcher will analyze the ability of the seventh semester students about English noun phrase. The researcher will find out the students' ability to analyze pre-modifier, the head and post-modifier. From that test, the researcher will collect some data and analyze deeply related to the students' ability about noun phrase. The researcher uses reading text as a tool to collect the data and then asks the students to analyze the text about the construction of English noun phrase.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method in this study. It covers discussion about research design, variable and indicators, population and sample, research instrument, data collection procedure and technique of data analysis.

A. Research Design

The method of this research was a descriptive quantitative research. According to Atmowardoyo (2010:23) defines descriptive research as a study that describes the prevailing phenomena. Then, the quantitative data of this research would be taken from the test. The purpose of the test was to know the students' ability to analyze English noun phrase in reading text by the seventh semester of English Department in Muhammadiyah University of Makassar.

B. Variable and Indicators

The variable of this research was noun phrase and the indicators of this research were the ability of the students to analyze pre-modifier and post-modifier of noun phrase in reading text.

C. Population and Sample

1. Population

The population of this research was the seventh semester of English Departmant at Muhammadiyah University of Makassar in academic year 2018/2019 which consists of ten classes; they were VII A, VII B, VII C, VII D, VII E, VII F, VII G, VII H, VII I, VII J. The total of the population

were 338 students. The researcher decides them as the population because they had already learnt structure 1 until 3 and in syntax. Thus, the researcher concluded that they already had a sufficient knowledge about noun phrase.

2. Sample

In this research, the researcher chose the samples by applying random sampling technique. For finding the proper samples, the researcher chose the samples randomly to be tested. From the population, 25% students from population were used as samples of this research. Thus, the total number of sample in this research was 85 people.

D. Research Instrument

The researcher used reading text as an instrument. The researcher would give a reading text to the samples and then the samples would analyze the content of the text. The samples would analyze and find the formulation of English noun phrase; it was about pre-modifier and post modifier and of course the head of noun phrase. Reading text here means the researcher would prepare a text which would be used by the samples to be analyzed in order to collect the data related to the samples' ability in analyzing noun phrase in reading text.

E. Data Collection Procedure

In collecting the data, the researcher would ask the respondents to analyze the reading text that would be given by the researcher. There were some activities or some procedures in collecting the data as follows:

1. The first, the researcher would collect all populations' name and random the population to find the proper samples at each class based on the technique that had been mentioned above.

2. The second, the researcher gave a brief explanation about the test and the purposes of the test.

3. The third, the researcher would give the samples reading text which consist an instruction and a text.

4. The fourth, the researcher asked the samples to follow the instruction and start to work on the paper test.

5. The fifth, the researcher collected all of the paper texts and analyzed the students' ability in analyzing the construction of noun phrase whether they were able to find and analyze construction of noun phrase which consists pre-modifier, the head and the post-modifier correctly or not.

6. Finally, the researcher would collect the data about the respondents' ability in analyzing English noun phrase.

F. Technique Data Analysis

The data are analyzed by using quantitative analysis:

1. Calculating individual scores of the students' ability to analyze the pre-modifier, head and post-modifier in English noun phrase construction would be done by checking whether the respondets were able to analyze the phrases correctly.

Table 3.1 the indicators and scoring of pre-modifier construction analysis.

INDICATORS	SCORE	DESCRIPTION
Pre-Modifier	2	Students are able to analyze pre-modifiers and the head of noun phrase complitely in reading text.
	1	Students are able to analyze pre-modifier and the head of noun phrase incompletely in reading text.

Table 3.2 the indicators and scoring of post-modifier construction analysis

INDICATORS	SCORE	DESCRIPTION
Post-Modifier	2	Students are able to analyze the kinds of post-modifiers and the head of noun phrase complitely in reading text.
	1	Students are able to analyze the kinds of post-modifier and the head of noun phrase incompletely in reading text.

2. Collecting the mean score of the respondents' ability in analyzing noun phrase in reading text by using the following formula:

$$\overline{X} : \frac{\sum x}{n}$$

Where:

$\overline{X}$ = The mean score

$\sum x$ = The total raw score

N = The number of students

(Gay in Edi Tahir, 2014:35)

3. To calculate the presentage of the students' score, the formula used as follows:

$$P = \frac{F}{N} \times 100$$

Notation:

P   : Means the Total Score of Percentages

F   : Means the Total of Students Respond

N   : Means the Total Number of Students

(Sudjana in Rahman, 2014:36)

4. To classify the students' score, there are seven classifications which are used as follows:

Table 3.3 the classifcations of students's score

No	Classifications	Range
1	Excellent	96-100
2	Very Good	86-95
3	Good	76-85
4	Fairly Good	66-75
5	Fair	56-65
6	Poor	36-55
7	Very Poor	0-35

(Layman, 1972:216)

After knowing the percentages of the students' ability to analyze the English noun phrase construction and the result of the test about the ability in analyzing noun phrase of using reading text, the researcher described and then

drew the conclusion of students' ability in analyzing the construction of English noun phrase using reading text.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of finding of the research and discussion. The findings present the interpreted result of data analysis of the students' ability to analyze the construction of noun phrase in reading text. The discussion of research covers further explanation of the findings.

A. Findings

In this section, the researcher describes the result of the data analysis based on the statements of the problem. The result covers the students' ability in analyzing noun phrase in reading text in terms of correctly and incorrectly at the seventh semester students of English department of Muhammadiyah University of Makassar. Based on the analysis of 85 respondents, it was found that the noun phrases which the students analyzed are 49**.** It is classified in two parts; they are pre-modifier and post-modifier. Pre-modifiers are of 43 and post-modifier are 6.

1. **The students' ability to analyze the construnction of Pre-modifier in reading text can be seen on the table below.**

Table 4.1 the mean score of pre-modifier construction analysis.

No	Classifications	Total Score	Mean Score	Classification
1	Pre-Modifier	2932	34.49	Very Poor

Based on the table above, the students ability to analyze the construction of pre-modifier of noun phrase in reading text are 34.49 for pre-modifier. From those score, based on the score classifications by Layman, it is included in very poor for students' ability to analyze pre-modifier of noun phrase and very poor. The percentages of students' ability to analyze the construction of Pre-modifier in reading text can be seen on the table below.

Table 4.2 the percentage of pre-modifier construction analysis.

No	Classificatons	Frequences	Percentages (%)
1	Excelent	-	-
2	Very Good	2	2.35
3	Good	8	9.41
4	Fairly good	4	4.70
5	Fair	12	14.11
6	Poor	4	4.70
7	Very Poor	55	64.70
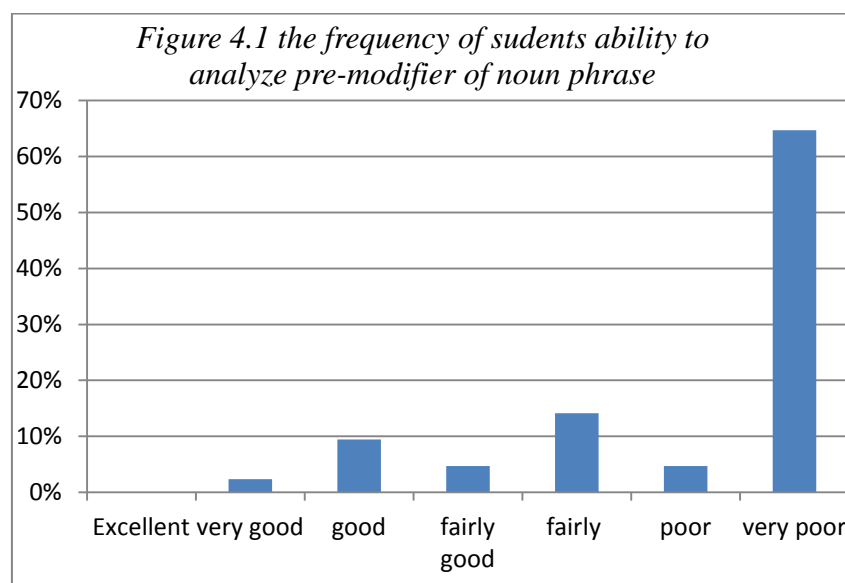
Figure 4.1 the frequency of sudents ability to analyze pre-modifier of noun phrase

Based on the calssifications table above about the students ability to analyze the construction of pre-modifier of noun phrase in reading text, there are various differences on the classifications. From the table above, we can see the percentages of the students' ability to analyze the construction of pre-modifier of noun phrase. There are seven classifications that picture the students' ability after doing the test. They are; excellent, very good, good, fairly good, fair, poor and very poor.

From the table above, there was no student who got excellent on their ability to analyze the construction of pre-modifier of noun phrase in reading text. There were 2 or 2.35% students from population who got very good in analyzing the construction of pre-modifier. There were 8 or 9.41% students from population who got good. There were 4 or 4.70% students from population who got fairly good. There were 12 or 14.11% students from population who got fair. There were 4 or 4.70% students from population who got poor. There were 55 or 64.70% from population who got very poor.

2. **The students' ability to analyze the construction of Post-modifier in reading text can be seen on the table below.**

*Table 4.3 the mean score of post-modifier construction analysis.*

No	Classifications	Total Score	Mean Score	Classification
1	Post-Modifier	1236	14.54	Very Poor

Based on the table above, the students ability to analyze the construction of post-modifier of noun phrase in reading text are 14.54 for pre-modifier. From those score, based on the score classifications by Layman, it is included in very poor for students' ability to analyze pre-modifier of noun phrase and very poor.

The percentages of students' ability to analyze the construction of Post-modifier in reading text can be seen on the table below.

Table 4.4 the percentages and classification of pre-modifier and post-modifier construction analysis.

No	Classificatons	Frequences	Percentages (%)
1	Excelent	-	
2	Very Good	-	
3	Good	-	
4	Fairly good	6	7.05
5	Fair	-	
6	Poor	14	16.47
7	Very Poor	65	76.47
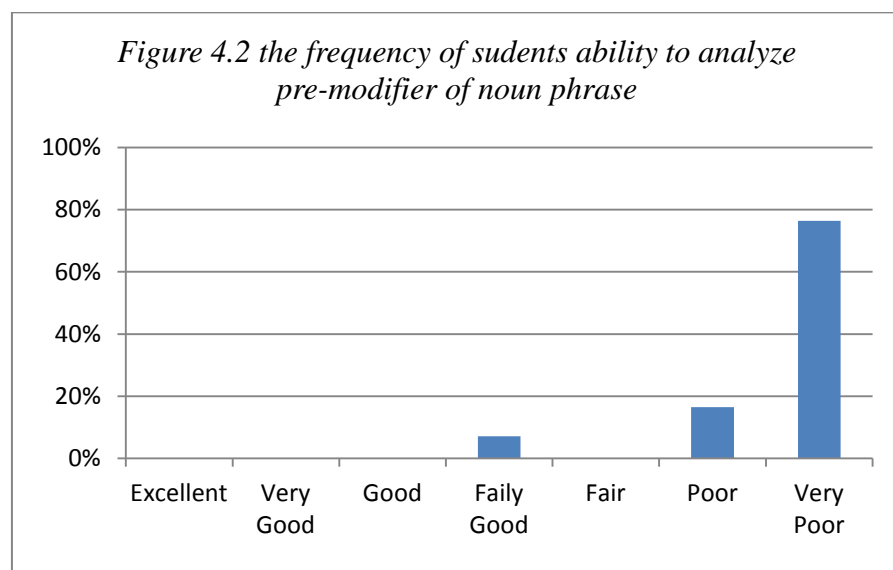
Figure 4.2 the frequency of sudents ability to analyze pre-modifier of noun phrase

Based on the calssifications table above about the students ability to analyze the construction of post-modifier of noun phrase in reading text, there are also various differences on the classifications about the data. From the table above, we can see the percentages of of the students' ability to analyze the construction of pre-modifier of noun phrase. There are seven classifications that picture the students' ability after doing the test. They are; excellent, very good, good, fairly good, fair, poor and very poor.

From the table above about the students' ability to analyze the construction of post-modifier, there were no students who got excellent until good in analyzing post-modifier. There were 6 or 7.05% students from population who got fairly good. There were no students who got fair classifications in analyzing post-modifier of noun phrase. There were 14 students who got poor or there were 16.47% students from population. There were 55 students or 64% from population who got very poor.

B. Discussion

This section presents the discusson of the result of te data analysis. The discussion aims to describe the students' ability to analyze the constraction of English noun phrase in reading text. The variable measured were the general compnents of noun phase, namely pre-modiier and post-modifier.

1. **Students' ability to analyze the contraction of pre-modifier of noun phrase in reading text.**

   The result of data analysis shows that the students' ability to analyze the construction of pre-modifier in reading text is very poor. The mean score of students' ablity to analyze pre-modifier is 34.49. This score means if the ability of the students' to analyze pre-modifier of noun phrase are still very poor. There were some classificaions related to the students ablity in analyzing pre-mdifier.

   There are 43 of pre-modifier of noun phrases in reading text, commonly, the students were wrong in analyzing the modifiers in noun phrases. In the instrument, there are 2 kinds of pre-modifier which is analyzed in this test.

   The first is noun phrase which is consists of two modifiers and one headword. For example, *Australia main land.* From that example, the headword of phrase is land and the modifiers of the phrase are *Australia* and *main*. The pattern of that example is Modifier 1 + Modifier 2 + head.

   The second noun phrase which is consists of one modifier and one head for example; *this animal*. The headword of that example is *animal* and the modifier is this. The pattern of that example is demonstrative/identifier + Noun/head.

   Based on the data analysis in findings, the table about students' ablity to analyze the contraction of pre-modifier of noun phrase, the first the result shows that there are no studets who capable to achieve excellent in

analyzing the pre-modifier. This is because there were no students could get score higher than 95. The highest score that the students got from the test were 88.

The result about the second classification, there are 4 students who got very good in working the test. But the percentage of the studets abiliy to analyze pre-modifier is still low because from all population, there were only 2.35% students who got very good. This was because there were only 2 students were able to achieve the score.

Furthemore, there were 8 students who got good classification in working the test about pre-modifier. From 100% there was 9.41% the result if the students were able to analyze the construction of pre-modifier as the element of noun phrase.

The fourth classification from the table in findings, there were 4 students from 85 students who got fairly good related to their ability to analyze the construction of pre-modifier. The percentage of this achievement was 4.70%.

The next classification based on the result in findings, there were 12 students got fair in analyzing the element of noun phrase, which was pre-modifier. From the total of percentage, this classification got 14.11% as the result of the students' ability to analyze pre-modifier. There is significant difference between the results that the students got in fairly good classification.

Then, the sixth classification based the students result and ability in analyzing the construction of pre-modifier is poor. There were 4 students who got poor on the test. All of them got score under 35 which is categorized as very poor according to Layman. This was happened because they were only able to find out several noun phrases in reading text and they were only able to analyze several of them. The percentage of students' score in this classification is 4.70%.

The last result of students' ability to analyze the construction of pre-modifier of noun phrase in reading text is very poor. From the data in findings, this classification got the highest percentage and quantity of the students who fail in the test. There are 55 students from 85 students got score under 35. The percentage of the students who got very poor is 64.70%.

Based on several classifications above, we can see the result of the students who were able to analyze the construction of pre-modifier of noun phrase in reading text. The score is dominant in very poor about 64.70%. This shows that the students' ability to analyze the construction of English noun phrase on the element of pre-modifier is still very poor.

2. **Students' ability to analyze the contraction of post-modifier of noun phrase in reading text.**

Data analysis in findings shows that the students' ability to analyze the construction of post-modifier in reading text is very poor. The mean score of students' ablity to analyze pre-modifier is 14.54 This score means

if the ability of the students' to analyze post-modifier of noun phrase are still very poor. There were some classificaions related to the students ablity in analyzing post-mdifier.

Based on the table about students' abilty to analyze the contraction of post-modifier of noun phrase, the first the result shows that there are no studets who capable to achieve excellent in analyzing the pre-modifier. This is because there were no students could get score higher than 95. The highest score that the students got from the test were 67. The same result with the second classification.

The result about the third classification, there were no students who got good in working the test and there were 7.05% or 6 students who got fairly good classification in working the test about post-modifier..

The fifth classification from the table in findings, there were also no students from 85 students who got fair related to their ability to analyze the construction of post-modifier. In addition, the next classification based on the result in findings, there were 14 students or 16.47 got poor in analyzing the element of noun phrase, which was post-modifier.

The last result of students' ability to analyze the construction of pre-modifier of noun phrase in reading text is very poor. From the data in findings, this classification got the highest percentage and quantity of the students who fail in the test. There were 65 students from 85 students got score under 35. The percentage of the students who got very poor is 76.47%.

Based on the classifications and explanation above, we can see the result of the students who were able to analyze the construction of post-modifier of noun phrase in reading text. The score is dominant in very poor. This shows that the students' ability to analyze the construction of English noun phrase on the element of post-modifier is still very poor.

CHAPTER V

CONCLUSSION AND DISCUSSION

A. Conclussion

Based on the previous findings and discussion in this study about students' ability to analyze the construction of English noun phrase in reading text by the seventh semester of English department students in Muhammadiyah University of Makassar takes conclusion as follow:

1. The students' ability to analyze the construction of pre-modifier of English noun phrase was very poor. The highest percentage of students' ability to analyze pre-modifier of noun phrase in reading text is 64.70% at very poor classification and the mean score was about 34.49 which is categorized as very poor also.

2. The students' ability to analyze the construction of post-modifier of English noun phrase was very poor. The highest percentage of students' ability to analyze post-modifier of noun phrase in reading text is 76.47% at very poor classification and the mean score was about 14.54 which is categorized as very poor also.

B. Suggestion

After giving conclusion based on the findings of the study, the writer would like to give some suggestions which can improve English teaching and learning process. Here some suggestion that hopefully can be applied.

1. The lectures have to give feedback to the students more after correcting and analyzing their errors in writing.

2. The lectures have to motivate their students to keep on learning tough they found difficulties during the process in learning and make an improvement of their style of teaching, so the students do not feel bored.

3. The students have to pay more attention when the lectures explain the material and ask if the material is not understandable.

4. It is suggested to the next researcher that they do researches about the other phrases in the students' ability to analyze the construction of phrases.

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APPENDIX

APPENDIX A:

Research Instrument

Name   :

Class   :

Reg. No   :

Read the texts below and find out pre-modifier, post-modifier and also the head of noun phrase and then anaylze the structure or the pattern in the text below.

Kangaroo

Kangaroo is Australian animal. This animal belongs to mammals that have pouch (marsupials). Kangaroo can be found throughout Australia main land in the Savanna and eucalypt forests area. Kangaroo eats grass which is still fresh and green.

When viewed from the physical characteristics, kangaroo has unique characteristics which is different with other animals. Kangaroo has a small head size but has pretty long ears. They can hear voice from a great distance to help them out of danger, especially from predators. This animal's body is covered by a fairly dense fur. Kangaroo has snout whereas female kangaroo has pocket in front of its body.

Their hind legs have a larger size than the front legs. These hind legs are very strong and size of the palm which make them easier to jump. They can leap so fast. It could reach 70 km / h. While their front legs are used to attract or to hold food and to dig. Then, their tails are very long and strong which serve as a tool for balancing the body while standing. They can survive up to 9-18 years in the wild. But there is also a kangaroo who reached the age of 28 years.

Based on the color and distribution, they are divided into several species. The first is Red Kangaroo. This species is the largest marsupial animals which are still alive on the earth. When standing, kangaroo can reach more than 2 meters and weigh up to 90 kg. This kind of kangaroos lives in large groups. Red kangaroo is depending on the weather and water. They are more active in cold weather and become passive in hot weather.

They reproduce by bearing its child. Time period of pregnancy in female kangaroo depends on every species. In gray kangaroo ranged 18-38 days, while for red kangaroo species (Macropus rufus) experienced period of gestation about 33 days.

(Admin Ganteng, 2015)

APPENDIX B:

DATA CLASSIFICATION

Table Analysis Pre-Modifiers and Post-Modifiers

No	Pre-Modifier				Head	Post-Modifier	
	Identifier	Adjective	Numeral	Noun Modifier		Relative Clause	Prepositional Phrase
1		Australian			animal		
2	This				animal		
3		Australia, main			Land		In the savanna
4		Eucalypt, forests			Area	Which is still fresh and green	
5	the				Savanna		
6	the	physical			Characteristics		
7		unique			characteristics	Which is different with other animals	
8	other				animals		
9	a	small			head		
10		Pretty, long			ears		
11	a	great			distance		
12	this			animal	body		
13	a	dense			fur		
14		female			kangaroo		
15	its				body		
16	their	hind			legs		
17	a	larger			size		

18	the	front			legs	
19	these	hind			legs	
20	the				palm	Which make them easier to jump
21	their	front			legs	
22	their				tails	
23	a				tool	
24	the				body	
25	the				wild	
26	a				kangaroo	Who reached the age of 28 years
27	the				age	
28	the				color	
29		several			species	
30	the				first	
31		red			kangaroo	
32	this				species	
33	the	Largest, marsupial			mammals	Which are still live on earth
34	the				earth	
35	This				kind	
36		large			animals	
37	the				weather	
38		cold			weather	
39		hot			weather	
40				time	period	

41		every			species		
42		gray			kangaroo		
43		experienced			period		

APPENDIX C:

DATA ANALYSIS

A. Pre-Modifiers

1. Australian animal

2. This animal

3. Australia main land

4. The savanna

5. Eucalypt forest area

6. The physical characteristics

7. Unique characteristics

8. Other animal

9. A small head

10. Pretty long ears

11. A great distance

12. This animal's body

13. A fairly dense fur

14. Female kangaroo

15. Its body

16. Their hind legs

17. A larger size

18. The front legs

19. These hind legs

20. The palm

21. Their front legs

22. Their tails

23. A tool

24. The body

25. The wild

26. A kangaroo

27. The age

28. The color

29. Several species

30. The first

31. Red kangaroo

32. This species

33. The largest marsupial mammals

34. The earth

35. This kind

36. Large groups

37. The weather

38. Cold weather

39. Hot weather

40. Time period

41. Every species

42. Gray kangaroo

43. Experienced period

B. Post-Modifiers

1. Main land the savanna

2. Grass which is still fresh and green

3. Unique characteristics which is different with other animals

4. The palm which make them easier to jump

5. A kangaroo who reached the age of 28 years

6. Marsupial mammals which are still live on earth

APPENDIX E

TABLE OF STUDENTS SCORING CLASSIFICATIONS

Students	Score		Classifications	
	Pre-Modifier	Post-Modifier	Pre-Modifier	Post-Modifier
1	68	41	Fair	Poor
2	60		Fair	Very Poor
3	47	67	Poor	Fairly Good
4	67	50	Fair	Poor
5	82		Good	Very Poor
6	22		Very Poor	Very Poor
7	54		Poor	Very Poor
8	66	66	Fair	Fairly Good
9	13		Very Poor	Very Poor
10	4		Very Poor	Very Poor
11	88	50	Very Good	Poor
12	71	50	Fair	Poor
13	13		Very Poor	Very Poor
14	67	50	Fair	Poor
15	24		Very Poor	Very Poor
16	15		Very Poor	Very Poor
17	67	50	Fair	Poor
18	17		Very Poor	Very Poor
19	7		Very Poor	Very Poor
20	84	50	Good	Poor
21	9		Very Poor	Very Poor
22	13		Very Poor	Very Poor
23	7		Very Poor	Very Poor
24	24		Very Poor	Very Poor
25	60		Fair	Very Poor
26	24		Very Poor	Very Poor

Students	Score		Classifications	
	Pre-Modifier	Post-Modifier	Pre-Modifier	Post-Modifier
27	25		Very Poor	Very Poor
28	71	67	Fair	Fairly Good
29	16		Very Poor	Very Poor
30	10		Very Poor	Very Poor
31	22		Very Poor	Very Poor
32	10		Very Poor	Very Poor
33	9		Very Poor	Very Poor
34	56		Fair	Very Poor
35	8		Very Poor	Very Poor
36	15		Very Poor	Very Poor
37	21		Very Poor	Very Poor
38	9		Very Poor	Very Poor
39	18		Very Poor	Very Poor
40	23		Very Poor	Very Poor
41	18		Very Poor	Very Poor
42	84	41	Good	Poor
43	56		Fair	Very Poor
4	24		Very Poor	Very Poor
45	31		Very Poor	Very Poor
46	17		Very Poor	Very Poor
47	18		Very Poor	Very Poor
48	24	16	Very Poor	Very Poor
49	31		Very Poor	Very Poor
50	60	33	Fair	Very Poor
51	22		Very Poor	Very Poor
52	8		Very Poor	Very Poor

Students	Score		Classifications	
	Pre-Modifier	Post-Modifier	Pre-Modifier	Post-Modifier
53	60		Fairly good	Very Poor
54	7		Very Poor	Very Poor
55	7		Very Poor	Very Poor
56	7		Very Poor	Very Poor
57	13		Very Poor	Very Poor
58	7		Very Poor	Very Poor
59	7		Very Poor	Very Poor
60	4		Very Poor	Very Poor
61	85	66	Good	Fairly Good
62	9		Very Poor	Very Poor
63	19		Very Poor	Very Poor
64	47	33	Poor	Very Poor
65	85	66	Good	Fairly Good
66	84	41	Good	Poor
67	22		Very Poor	Very Poor
68	10		Very Poor	Very Poor
69	24	50	Very Poor	Poor
70	71	50	Fairly good	Poor
71	13		Very Poor	Very Poor
72	67	50	Fairly Good	Poor
73	24		Very Poor	Very Poor
74	15		Very Poor	Very Poor
75	67		Fairly Good	Very Poor
76	17		Very Poor	Very Poor
77	7		Very Poor	Very Poor
78	84	50	Good	Poor

Students	Score		Classifications	
	Pre-Modifier	Post-Modifier	Pre-Modifier	Post-Modifier
79	47	33	Poor	Very Poor
80	85	66	Good	Fairly Good
81	88	50	Very Good	Poor
82	21		Very Poor	Very Poor
83	9		Very Poor	Very Poor
84	18		Very Poor	Very Poor
85	23		Very Poor	Very Poor

CURRICULUM VITAE

The researcher, WindiSusanto was born on 14th April 1995 in Bunu South Sulawesi. He is the third child of Sapayan and Jumhayati. He began his study at Elementary School 129 Data in 2001. He continued his study at MTs Ulumuddin in 2007. He registered and joined his Senior High School in 2010 at Senior High School Ulumuddinand he finished in 2013. Afterwards, he continued his study in Muhammadiyah University of Makassar, he registered as a student of English department in 2014. He could finish his study in 2018 with the thesis under title **"STUDENTS' ABILITY TO ANALYZE THE CONSTRUCTION OF ENGLISH NOUN PHRASE IN READING TEXT".** *(A Descriptive Study at the Seventh Semester Students of English Department in Muhammadiyah University of Makassar).*