

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Studies

The first is from Vahid Nimehchisalem which conducted the study entitled “Developing an English Language Textbook Evaluation Checklist: A Focus Group Study”. The result of this study was that this study aimed at testing a qualitatively developed textbook evaluation checklist on the clarity and inclusiveness. For this purpose a focus group study was held in two sections. First the participants were asked to brainstorm on the evaluative criteria that should be considered in developing a checklist. At the second stage, they were given a copy of the checklist and were asked to comment on its clarity and inclusiveness. Overall, based on the comments of the focus group, 14 items were added to the checklist while two were revised. As it was expected, the discussion with the prospective users of the instrument helped the developers improve the clarity and inclusiveness of the items. This supports the effectiveness of focus group studies. The interactive nature of the method allows the participants present their ideas freely and unobtrusively. The findings of this research can be useful for ESL researchers and teachers in general as well as ELT material developers and evaluators in particular. Curriculum developers and syllabus designers may also find the results of the study insightful. The checklist at this stage can be used with more confidence for evaluating textbooks; however, further study is in progress to empirically test the reliability and validity of this instrument. It is also necessary to survey

the views of a larger number of experts in the area on the validity and reliability of the checklist.¹

The second is from Brian Tomlinson which conducted a study entitled “Materials development for language learning and teaching”. The result of this study was that this article reviews the literature on the relatively new field of materials development for language learning and teaching. It reports the origins and development of the field and then reviews the literature on the evaluation, adaptation, production and exploitation of learning materials. It also reviews the literature, first, on a number of controversial issues in the field, next, on electronic delivery of materials and, third, on research in materials development. It identifies gaps in the literature and makes proposals for future progress in materials development and in the research within the field. Much of the literature focuses on materials for learning English but the same principles apply to materials for learning any L2, as has been acknowledged by some of the authors whose publications focus on materials for learning other languages.²

The difference between my study and above both of the studies is that my study only focuses on noun phrase materials in the third semester students in a college, while their studies focuses on English general material not to specify to certain material. The similarity between my study and their studies

¹JayakaranMukundan, *Developing an English Language Textbook Evaluation Checklist: A Focus Group Study*, (*International Journal of Humanities and Social Science*, Vol. 1 No. 12; September 2011), Selangor, Malaysia: Universitas Putra Malaysia, 2011.

²Brian Tomlinson, *Materials development for language learning and teaching*, Cambridge: Cambridge University, 2012.

is that our studies use the same research method namely Research and Development which develop the material for the learners.

B. Noun

1. Kinds and Function

There are four kinds of noun in English:

- a. Common nouns: *dog, man, table*
- b. Proper nouns: *France, Madrid, Mrs. Smith, Tom*
- c. Abstract nouns: *beauty, chant, courage, fear, joy*
- d. Collective nouns: *crowd, flock, group, swarm, team*

A noun can function as:

- a. The subject of a verb: *Tom arrived.*
- b. The complement of the verbs **be, become, seem**: *Tom is an actor.*
- c. The object of a verb: *I saw Tom.*
- d. The object of a preposition: *I spoke to Tom.*
- e. A noun can also be in the possessive case: *Tom's books.*

2. Gender

- a. Masculine: men, boys and male animals (pronoun **he/they**).
- b. Feminine: women, girls and female animals (pronoun **she/they**).
- c. Neuter: inanimate things, animals whose sex we do not know and sometimes babies whose sex we do not know (pronoun **it/they**).

Exceptions: ships and sometimes cars and other vehicles when regarded with affection or respect are considered feminine. Countries when referred to by name are also normally considered feminine.

The ship struck an iceberg, which tore a huge hole in her side.

Scotland lost many of her bravest men in two great rebellions.

- d. Masculine/feminine nouns denoting people

C. Phrase

1. Definition of Phrase

English phrases are groups of words, without both a subject and a verb, functioning as single part of speech. Phrases are considered as the second level of classification as they tend to be larger than individual words, but are smaller than sentences. We refer to the central element in a phrase as the head of the phrase.

This means that while an English phrase is made up of multiple words (all of which have their own function), all of the words work together to perform one larger function.³

2. Kinds of Phrase

There are five phrases can be found in English sentences, they are:

a. Noun Phrase

Noun phrase consists of just a single word and discusses their functional and then their formal properties. This formula thus abbreviates several possibilities:

- 1) Head, example "Men"
- 2) Premodifier(s) + head, example "The beautiful lady"
- 3) Head + postmodifier(s), "Students from different countries"

³Siminto, *Module for Structure IV*, Palangka Raya: STAIN Palangkaraya (unpublished), 2012, p. 12.

- 4) Premodifier(s) + head + postmodifier(s), example “The absolute law of the government”

It also abbreviates several possibilities:

- 1) Head, example “Men”
- 2) Complement + head, example “The beautiful lady”
- 3) Head + Complement, “Students from different countries”
- 4) Complement + Head + Complement, example “The absolute law of the government”⁴

b. Verb Phrase

The simple predicate, or verb, may consist of two or more words. These words are called the **verb phrase**. A verb phrase is made up of a main verb and one or more helping verbs.

A **main verb** can stand by itself as the simple predicate of a sentence.

1. Many different people lived in the American colonies. **MAIN VERB** (action)
2. The colonists were hardworking. **MAIN VERB** (linking)

Helping verbs help the main verb express action or show time.

- Ships from England would bring supplies to the settlers. **VERB PHRASE** (*Would* is the helping verb)⁵

⁴Keith Brown and Jim Miller, *Syntax: A Linguistic Introduction to Sentence Structure*, 2nd ed. London, UK: Harper Collins Academic, 1991, p. 229-230.

⁵McDougal Littell Inc., *Grammar Usage*, p. 10.

c. Adjective Phrase

A word group that has an adjective as its head is called an **adjective phrase**. Note that the adjective in this phrase may be accompanied by other words such as determiners, modifiers etc.

Adjective phrases can go before a noun (attributive position). They can also go after a linking verb like **be** (predicative position).

1. He was wearing **a dark brown** suit. (Here the adjective phrase ‘a dark brown’ modifies the noun suit.)
2. The fish tasted **awfully funny**. (Here the adjective phrase ‘awfully funny’ says something about the fish. It goes after the copular or linking verb **tasted**.)

A copular verb does not take an object and it cannot be modified by an adverb. The word or phrase that follows a copular verb typically says something about the subject of the sentence.

- The fish tasted **awful**. (NOT The fish tasted awfully)⁶

d. Adverb Phrase

An adverb phrase is a group of words that serves the same purpose as an adverb. Like an adverb, an adverb phrase can also modify an adjective or another adverb.

Some adverbs and their equivalent adverb phrases are given below.

1. **Bravely** (adverb) – in a brave manner (adverb phrase)

⁶Jennifer Frost, *Adjective Phrase*, August 27th, 2013, <http://www.englishgrammar.org/adjective-phrase/>, (accessed on Saturday, April 19th, 2014, 8 p.m.)

2. Beautifully – in a beautiful manner / way / style
3. Formerly – in former times / once upon a time
4. Recently – just now or at a recent date
5. Soon – before very long
6. Here – on this spot
7. Everywhere – in all places
8. Now – at the moment

Study the following examples.

1. He spoke **politely**. (Here the adverb politely says something about the manner in which he spoke.)
2. He spoke **in a polite manner**. (Here the adverb phrase ‘in a polite manner’ also says how he spoke.)

Thus we have seen that an **adverb phrase** modifies a verb just like an adverb does.

1. It is available **now**.
2. It is available **at the moment**.

In the pair of sentences given above, the adverb phrase ‘at the moment’ modifies the verb just like the adverb now does.⁷

e. Prepositional Phrase

At the minimum, a prepositional phrase will begin with a preposition and end with a noun, pronoun, gerund, or clause, the "object" of the preposition. The object of the preposition will often

⁷Jennifer Frost, *Adverb Phrase*, September 18th, 2010, <http://www.englishgrammar.org/adverb-phrase/>, (accessed on Saturday, April 19th, 2014, 8 p.m.)

have one or more modifiers to describe it. These are the patterns for a prepositional phrase:

1. preposition + noun, pronoun, gerund, or clause
2. preposition + modifier(s) + noun, pronoun, gerund, or clause

Here are some examples of the most basic prepositional phrase:

- At home, (At = preposition; home = noun)
- In time, (In = preposition; time = noun)
- From Richie, (From = preposition; Richie = noun)
- With me, (With = preposition; me = pronoun)
- By singing, (By = preposition; singing = gerund)
- About what we need (About = preposition; what we need = noun clause)

Most prepositional phrases are longer, like these:

- From my grandmother, (From = preposition; my = modifier; grandmother = noun)
- Under the warm blanket, (Under = preposition; the, warm = modifiers; blanket = noun.)
- In the weedy, overgrown garden, (In = preposition; the, weedy, overgrown = modifiers; garden = noun)
- Along the busy, six-lane highway, (Along = preposition; the, busy, six-lane = modifiers; highway = noun)

- Without excessively worrying, (Without = preposition; excessively = modifier; worrying = gerund)⁸

D. Noun Phrase

1. Definition of the Noun Phrase

Jespersen defined it as a combination of words put together in order to form a sense unit.⁹

2. Determiner in Noun Phrase

As indicated in the tables below, many determiners can be used either as adjectives or as pronouns. When a determiner is used as an adjective modifying a noun, the determiner usually precedes any other adjectives modifying the same noun.

In the following table, the abbreviation CN stands for Countable Noun, and the abbreviation UN stands for Uncountable Noun. In this table, the noun “tree” is used as an example of a countable noun, and the noun “grass” is used as an example of an uncountable noun. Examples:

Table 2.1. Determiner used as Adjectives

| Determiner | Used with | Example | Meaning |
|------------|-----------------|------------------------|------------------------------------------------------------------------------|
| All | Plural CN UN | all trees all grass | trees in general grass in general |
| Another | singular CN | another tree | one additional or different tree |
| Any | singular CN | any tree | refers to one tree, without specifying which, of a group or more |

⁸ Robin L. Simmons, *Prepositional Phrase*, Desember 22th, 2013, <http://www.chompchomp.com/terms/prepositionalphrase.htm>, (accessed on Saturday, April 19th, 2014, 8 p.m.)

⁹ Iria Pastor Gómez, *Nominal Modifiers in Noun Phrase*, p. 6

| | | | |
|--|-----------|-----------|---------------------------------------------------------------------------|
| | plural CN | any trees | than 2 trees refers 2 or more trees, without specifying which |
| | UN | any grass | refers to some grass, without specifying which |

Table 2.2. Determiners used independently, as pronouns

| Determiner | Used with | Example | Meaning |
|------------|-----------|-------------------------|----------------------------------------------------------------------------------|
| All | Plural CN | all (of) the trees | refers to every tree in a group of more than 2 trees |
| | UN | all (of) the grass | refers to the whole amount of certain specified grass |
| Another | plural CN | another of the trees | one more of certain specified trees |
| Any | plural CN | any of the trees | refers to 1 or more unspecified trees from a group of more than 2 |
| | UN | any of the grass | refers to some of certain specified grass ¹⁰ |

There are three kinds of determiner in noun phrase based on their positions as follows:

¹⁰Mary Ansell, *Free English Grammar (Second Edition)*, 2000, P.273-276.

- a. Pre Determiner (multiplier, fraction, distributive, intensifier, exclamative).

Pre determiner is determiner placed before the others (central or post determiner) in a noun phrase.

Table 2.3. Pre Determiner

| Pre determiners | Examples | Form: (pre determiner +/-the other determiner + noun) | Examples of Noun Phrase |
|-----------------|---------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Multiplier | double, twice, three times, ect. | multiplier + article/possessive + plural noun | double the books, three times the bottles |
| | | multiplier + article/possessive + mass noun | twice the money, four times the salaries |
| Fraction | one-third, two-fifths, three- quarters, etc | fractional + <u>of</u> + determiner + <u>noun</u> | one-third of the students, two-fifths of the water, three- quarter of the visitors |
| | all, both | all/both + <u>the</u> ,my,these,those/zero article + plural noun | all the women, both her houses |
| | | all + the,my,this,that/zero article + <u>mass nouns</u> | all the time, all staffs |
| | Half | half + [a,this,that/(the, my)] + singular noun | half the price, half that task |
| | | half + the,my,these,those + plural noun | half my clothes, half these books |

| | | | |
|---------------------|-------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------|
| | | half + the,my,this,that + mass noun | half the information, half my furniture |
| intensifiers | quite, rather, not really, indeed, etc | intensifier + article + noun | quite a difference, rather a fool, not really a mistake, indeed a job |
| exclamative | what, such* | what + [a,an,the] + noun | what a big surprise, what a beautiful view |
| | | such + [a/zero article] + noun | such a girlfriend |

Note:

* **such** can stand alone or before *central determiner* (indefinite article)¹¹

b. Central Determiner (article, possessive, demonstrative).

Central Determiner is determiner placed between pre and post determiners in a noun phrase. In arranging noun phrase, this determiner can stand alone without pre and post determiners.

Table 2.4. Central Determiner

| Central Determiners | Examples | details | Examples of Noun Phrase |
|---------------------|------------|---------------------------------------|-------------------------------------------------------|
| Article | a, an, the | [all, half] + the + noun | all the people, half the salary |
| | | [all, half] + a,an + singular noun | all a lie, all a dream, half a loaf, half an |

¹¹Wilma Yulia, *Pengertian, Macam, dan Contoh Noun Phrase*, <http://www.wordsmile.com/noun-phrase-introduction>, (accessed on Friday, April 3rd, 2014, 8 p.m.)

| | | | |
|---------------|--------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| | | | avocado |
| Possessive | my, your, his, her, our, their | [fractional + of] + determiner + noun | two-third of his salary, one-fifths of their donation, a quarter of your free time |
| Demonstrative | this, that, these, those | All] + this/that + uncountable/singular noun | all this wheat, all that luggage |
| | | [All] + these/those + plural noun | all these papers, all those deer |

Central determiner can be combined with adjective functioning as noun modifier (modifying noun).

Example:

A deluxe watch

The deluxe watch

Either/no/each/every/this/that deluxe watch

These/those/some deluxe watches

c. Post Determiner (number, quantifier).

Post determiner is determiner placed after pre with or without central determiner after.

Table 2.5. Post Determiner

| Post Determiners | Examples | Forms | Examples of Noun Phrase |
|------------------|-------------------------------------|----------------------------------|------------------------------------------------|
| Numbers | Cardinal (one, two, ten, etc) | the + cardinal/ordinal number | the one man, the two sandals, the ten |

| | | | |
|------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| | | | dollars |
| | Ordinal (first, second, fourth, etc) | the/ <u>possessive</u> + ordinal number | the first class, his second house, the fourth floor |
| | General Ordinal (next, last, previous, subsequent) | the/ <u>possessive</u> + general ordinal | the next chapter, the last moment, my previous experience, his subsequent trip |
| Quantifier | many, several, few, etc | <u>article</u> / <u>possessive</u> + <u>quantifier</u> + <u>noun</u> (lihat aturan <u>countable</u> & <u>uncountable</u>) | my many books, his several trophies, the few women |

Different with pre and central determiners, post determiner can happen double.

Example of Double Post Determiners:

His *last two* trips

Many other words

3. Rules of the Noun Phrase

Here are some rules of the noun phrase:

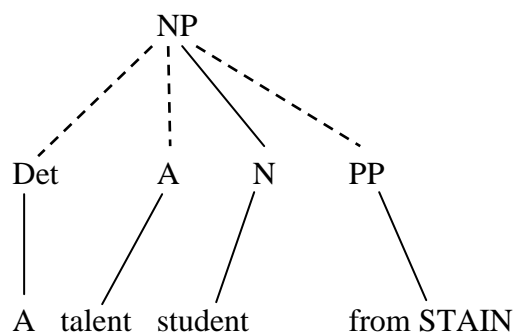
1. Determining System + Head.

The Head of the NP is usually realised by a noun (or pronoun) in its base form (*game, boy, lion, etc.*). The function of the Head is to specify the entity that the NP refers to, and it is the element that is responsible for the different relations with all the other elements in the

NP and in the sentence. It therefore expresses the core meaning implied by the whole NP.¹²

2. NP → (Det) A*N PP

This rule characterizes a phrase, and is one instance of a **phrase structure** rule (PS rule). The rule indicates that an NP can consist of an optional Det, any number of optional A, an obligatory N and then an optional PP. These options in the NP rule can be represented in a tree structure below:



One important points is that as only N is obligatory in NP, a single noun such as *Mary*, *you*, or *students* can constitute an NP by itself. Hence the subject of the sentence *She sings* will be an NP, even though that NP consists only of a pronoun.¹³

3. Based on Ali Mustadi, there are some rules of the noun phrase:

- a. Determiner – Headword, example: The Country.
- b. (det) – adjective – H

¹²Luis Quereda Rodríguez, *Verb Phrases and Noun Phrases in English: A Parallel Approach* Navarro University of Granada.

¹³Iwan Fauzi, *English Syntax "A Preliminary Understanding"*, Palangka Raya: STAIN Palangka Raya (unpublished), 2012, P. 26.

Table 2.6. Rule of Noun Phrase

| | O | Si | A | S | C | Or | M | P | H |
|------|-----------|-----|-------|-------|-----|------------|--------|-------|---------|
| A | Good | | | | | | | | Book |
| An | Expensive | | | | red | | | | Car |
| The | Rich | Big | | | | | | | Country |
| That | | | Young | | | Indonesian | | | Artist |
| This | | | | Round | | | wooden | | Table |
| Many | Powerful | | New | | | | | Sport | Cars |

Explanation:

O : Opinion

Si : Size

A : Age

S : Shape

C : Colour

Or : Origin

M : Material

P : Purpose/use

H : Head / Noun

- 5) The word “A” is as determiner, “good” as “opinion” and “book” as “head” of the noun phrase “A good book”
 - 6) The word “An” is as “determiner”, “expensive” as “opinion”, “red” as “color”, and “car” as “head” of the noun phrase “An expensive red car”.
 - 7) The word “The” is “determiner”, “rich” as “opinion”, “big” as “size”, and “country” as “head” of the noun phrase “The rich big country”.
 - 8) The word “That” is as “determiner”, “young” as “age”, “Indonesian” as “origin”, and “artist” as “head” of the noun phrase “That young Indonesian artist”.
 - 9) The word “This” is as “determiner”, “round” as “shape”, “wooden” as “material”, and “table” as “head” of the noun phrase “This round wooden table”.
 - 10) The word “many” is as “determiner”, “powerful” as “opinion”, “new” as “age”, “sport” as “purpose/use”, and “cars” as “head” of the noun phrase”.
- c. (det) – verb+ing – H, example: A developing country.
 - d. (det) – verb 3 – H, example: A revised edition.
 - e. (det) – noun – H, example: The bus station.
 - f. (det) – H – prepositional phrase, example: The colour of the sea.
 - g. (det) – H – verb+ing, example: The man sitting at the corner.
 - h. (det) – H – verb 3, example: Some novels written by Kristy.
 - i. (det) – H – to infinitive, example: Much work to do.
 - j. (det) – H – adjective, example: Parents interested in the program.
 - k. [(det) – H – adv/number/NP, example: Youth today.

1. (det) – H – relative clause, example: The man who is sitting at the corner.¹⁴

E. Worksheet

Worksheet is a paper on which work that has been done or is in progress is recorded.¹⁵ In English worksheet there are some types of worksheet. Worksheets range in type from straight-text multiple-choice questions to illustrated puzzles and mind games.

1. Types of Worksheet

Here are a few examples of worksheet types that have proved particularly effective in teaching English. For each type we list language points it works well with.

a. Matching Worksheets

This type of worksheet usually asks students to match up pairs of items (for example opposite words or start and end of a tag question). This is often done by having one column of items on the left and the matching items, not in the same order, in a column on the right. Students have to draw lines between the matching items.

b. Word Scrambles Worksheets

Word scrambles or jumbles help improving vocabulary and spelling. In this type of worksheet the letters of each word are mixed up and students have to put them into the proper order.

Here are some different types of words you can scramble: key vocabulary, spelling list words, names of students in the classroom, names of places, number words (thousand, million etc), words with silent letters or other unique features, holiday or special event vocabulary, grammar terms, almost anything.

¹⁴Ali Mustadi, Noun Phrase (online)
 URL:<http://staff.uny.ac.id/sites/default/files/pendidikan/Dr.%20Ali%20Mustadi,%20S.Pd,%20M.Pd./5%20Noun%20phrases.pdf> (accessed on Sunday, May 12th, 2013, 3.00 p.m.).

¹⁵*Ibid*, A S Hornby, *Oxford Advance learners' dictionary* (fifth edition, p. 1377).

c. Jumbled Sentences Worksheets

Here, each sentence is presented with its words all mixed up and students have to put them into the correct order (for example: time/go/to/it's/almost/school/to → It's almost time to go to school).

d. Sorting Worksheets

With sorting worksheets, students are presented with a collection of items (words, phrases, phonemic characters etc) and asked to "sort" them into particular categories (for example: male and female; stress on first, second and third syllable; Africa, Asia, Europe, S. America). From the examples, you can see that there might be two, three, four or more categories. This usually depends on the particular language point and level. One of the most common ways of doing this is to have all the items entered randomly in a box at the bottom of the worksheet, with a column for each category above - into which students write the appropriate item.

e. Other Worksheets

There are several other types of worksheet, including:

- Multiple choice worksheets are basically quiz-type exercises.
- Gap fill worksheets where students insert the right words in gaps in the text.
- Word puzzle worksheets include crosswords, word search and word maze.
- Labelling worksheets where students annotate an illustration.¹⁶

2. The Criteria of Good Worksheet

According to Alex Case there choosing a good worksheet is even more difficult for pre-school age students than for other children and adults, as they are not only more likely to find a bad worksheet boring but might also be totally unable to write, draw or read what you what them to. Here are some tips that should help you find or

¹⁶Teflnet, *Guide Types*, (online), URL: <http://www.tefl.net/esl-lesson-plans/guide-types.htm>, (accessed on June 9th, 2014).

create the perfect worksheet for your classes: (1) right physical development level; (2) right mental development level; (3) just challenging enough; (4) can be displayed; (5) can't go horribly wrong; (6) finish at more or less the same time; (7) involves lots of language; (8) involves the right classroom language; (9) fits in with long term goals; (10) contains useful language; (11) fun/ funny; (12) balance of familiarity and novelty; (13) not too messy; (14) creative; (15) predict and check.¹⁷

3. The Effect of Color in A Worksheet

Some researches proves that the use of color could facilitate information access, so it can increase the memory performance. The research in perceptual psychological aspect shows that the color is the basic element of visual perception. The color is a form that could proceed automatically without needing consciousness process. The color is loaded in long term memory with another object, so the color can be an additional cue in information absorption in memory. On the other hand, giving the different color decreases *cue overload effect*, that is there are more than one memory connected to the same cue. Giving the different color makes every single word have cue itself, so there is no overload.¹⁸

4. The Effect of Essay and Multiple Choice in Worksheet

Students who get multiple choice questions have standard learning motivation, this case is caused because multiple choice questions give chance the students to guess the answer they think it is right, so that the students is more relax in the examination. Meanwhile, essay questions make the students have high learning

¹⁷Alex Case, *Criteria for Kindergarten Worksheets*, (online), URL:<http://edition.tefl.net/articles/teacher-technique/kindergarten-worksheets/>(accessed on December 3th, 2014).

¹⁸Mohammad Aminullah, *Pengaruh Modalitas Stimulus Terhadap Memori*, Universitas Surabaya Press. 2009, p. 275

motivation because the students memorize the material and have to have ability in analyzing the given material.¹⁹

¹⁹Triwahyuniastuti, *Pengaruh Model Essai Test Dan MultipleChoice Question Dengan Motivasi Belajar Ditinjau dari Prestasi Belajar Mahasiswa Akademi Kebidanan Giri Satria Husada Wonogiri*, Wonogiri: Akademi Kebidanan Giri Satria Husada Wonogiri, 2013, p. 23