

The Configuration of Noun Phrase Formation in Written Texts ;
A Study case in an Academic Journal, a Newspaper and a Novel



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By:

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Puji syukur kepada Sang Khalik, Allah swt...
Aku takkan pernah mampu meniti jalan ini,
Jika bukan karena nikmat dari -NYA...

Ketidak pastian tentang hari Esok,
Takkan begitu saja membuatku berhenti hari ini...
.....Karena aku menciptakan harapanku saat ini,
Dan akan membuatnya "nyata" dihari Esok.....
Bersama Kesabaran, Ikhtiar dan Ridho-NYA

*Skripsi ini kupersembahkan kepada Orang Tuaku,
Yang telah mengajarku untuk.....
.....Memaknai Setiap Jejak-Jejak Kehidupan*

SKRIPSI

THE CONFIGURATION OF NOUN PHRASE FORMATION IN WRITTEN TEXTS: A STUDY CASE IN AN ACADEMIC JOURNAL, A NEWSPAPER AND A NOVEL


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Yang diajukan dalam rangka memenuhi salah satu syarat akhir guna memperoleh gelar Sarjana Sastra, Jurusan Sastra Inggris pada Fakultas Ilmu Budaya Universitas Hasanuddin.

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Penguji I

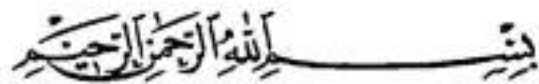
Penguji II

Konsultan I

Konsultan II

The image shows six handwritten signatures in black ink, each written over a horizontal dotted line. The signatures are arranged vertically from top to bottom, corresponding to the roles listed in the text. The first signature is for the Chairman (Ketua), the second for the Secretary (Sekretaris), the third for Examiner I (Penguji I), the fourth for Examiner II (Penguji II), the fifth for Consultant I (Konsultan I), and the sixth for Consultant II (Konsultan II). The signatures vary in style, with some being more cursive and others more blocky.

Acknowledgement



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The writer considers and realizes that this thesis needs to be improved; therefore critics and suggestions are very welcomed. She supposes that this thesis will lend a benefit for all readers.

Makassar, June 2009

Writer

ABSTRACT

Nurul Qadri Fayaupon. 2009. *The Configuration of Noun Phrase Formation in Written Texts: A Study Case in An Academic Journal, A Newspaper and A Novel* (supervised by Abdul Hakim Yassi and Simon Sitoto).

The research aimed at investigating the process of noun phrase formation in an academic journal, a newspaper and a novel. It also aimed at explaining the dominant type of noun phrase formation in each written text in order to get the typical type of noun phrase of each written texts.

To achieve the above objective data, the data were collected from three sources. The first source is Academic Journal titled "prolegomena to a theory of communicative competence" that written by Dr. Leon James; the second source is an article entitled "RI vows to buck ASEAN rights slide" that written by Lilian Budianto in *The Jakarta Post* newspaper and the third source is *Harry Potter and The Chamber of Secret* novel that written by J.K. Rowling. From the three sources, the sample of this research are 75 noun phrases. Purposive sampling technique was used by the researcher to select the sample. Next, those noun phrases were analyzed by using descriptive qualitative method.

After analyzing the data, the researcher finds 6 noun phrase formation in academic journal; then it is found that there are 7 noun phrase formation in newspaper article of *The Jakarta Post*; and then there are 8 noun phrase formation in the novel. It can be concluded that the most noun phrase that is frequently used by the author in the text of academic journal is noun phrase with multiple post modifier and in the article of newspaper is noun phrase with prepositional phrase as post modifier and then in the story text of the novel is noun phrase with two-words pre modifier.

ABSTRAK

Nurul Qadri Fayaupon. 2009. *Bentuk dari pembentukan frasa kata benda dalam teks-teks tulisan: sebuah studi kasus dalam jurnal akademik, surat kabar dan novel* (Dibimbing oleh Abd. Hakim Yassi dan Simon Sitoto).

Penelitian ini bertujuan untuk menginvestigasi proses pembentukan frasa kata benda dalam jurnal akademik, surat kabar dan novel. Penelitian ini juga bertujuan untuk mengetahui jenis pembentukan frasa kata benda apa yang paling dominan dalam setiap teks tersebut sehingga dapat dilihat jenis frasa kata benda apa yang menjadi ciri khas dari ketiga jenis teks tulisan tersebut.

Untuk mencapai tujuan-tujuan tersebut diatas, data diambil dari tiga sumber. Data yang pertama diambil dari sebuah jurnal akademik berjudul "*prolegomena to a theory of communicative competence*" yang ditulis oleh Dr. Leon James; data yang kedua diperoleh dari sebuah artikel berjudul "*RI vows to buck ASEAN rights slide*" yang ditulis oleh Lilian Budianto dalam surat kabar *The Jakarta Post* edisi kamis 5 maret 2009; dan data ketiga diambil dari novel *Harry Potter and The Chamber of Secret* yang dikarang oleh JK. Rowling. Data yang diambil dari ketiga teks tersebut adalah 75 frasa kata benda. Penulis menggunakan teknik purposive sampling dalam menentukan sampel. Selanjutnya penulis menganalisis pembentukan frasa kata benda tersebut dengan menggunakan metode deskriptif kualitatif.

Setelah menganalisis data dari teks tulisan tersebut, ditemukan 6 pembentukan frasa kata benda dalam jurnal akademik; kemudian ditemukan 7 pembentukan frasa kata benda dalam artikel surat kabar; yang terakhir ditemukan 8 pembentukan frasa kata benda dalam novel. Dapat disimpulkan bahwa jenis pembentukan frasa kata benda yang banyak digunakan oleh penulis dalam teks jurnal akademik adalah frasa kata benda dengan banyak post modifikasi, kemudian dalam artikel surat kabar adalah frase kata benda dengan frasa preposisi sebagai post modifikasi dan dalam teks cerita novel tersebut adalah frasa kata benda dengan dua pra modifikasi.

TABLE OF CONTENTS

	Pages
HALAMAN JUDUL	i
HALAMAN PERSEMBAHAN	ii
HALAMAN PENGESAHAN PEMBIMBING	iii
HALAMAN PENGESAHAN TIM PENGUJI	iv
ACKNOWLEDGEMENT	v
ABSTRAK	vi
TABLE OF CONTENT	vii
CHAPTER I INTRODUCTION	
1.1. Background	1
1.2. Identification of Problem	3
1.3. Scope of Problem	3
1.4. Research Questions	3
1.5. Objectives of Writing	3
1.6. Significance of Writing	4
CHAPTER II THEORETICAL BACKGROUND	
2.1. Previous Study	5
2.2. Noun Phrase	5
2.3. Simple Noun Phrase	6
2.4. Noun Phrase Complex.....	7



2.4.1. Head Noun	8
2.4.2. Premodification.....	10
2.4.2.1. Structural Type of Premodification.....	10
2.4.2.2. Noun Phrase with Multiple Premodifiers.....	14
2.4.3. Postmodification.....	15
2.4.3.1. Structural Type of Postmodification.....	16
2.4.3.2. Noun Phrase with Multiple Postmodifiers.....	19
2.4.4. Noun Phrase with Pre- and Post-modifiers.....	21

CHAPTER III METHODOLOGY

3.1. Method of Collecting Data	24
3.2. Population and Sample	24
1. Population	24
2. Sample	24
3.3. Method of Analyzing Data.....	25

CHAPTER IV PRESENTATION AND DATA ANALYSIS

4.1. Presentation of Data	
4.1.1. Data on Academic Journal.....	26
4.1.2. Data on The Jakarta Post Newspaper.....	28
4.1.3. Data on Harry Potter and The Chamber of Secret novel.....	28
4.2. Noun Phrase Formation Analysis.....	30
4.3. Frequency of Type of Noun Phrase	55

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion 66

5.2. Suggestions..... 67

APPENDIX

CHAPTER 1

Introduction

1.1. Background

Among the five different types of phrases in English namely noun phrases, verb phrases, adjective phrases, adverb phrases and prepositional phrases, noun phrases are the most common playing various syntactic functions in the sentence and clause structure; subject, object, complement (or various kind), apposition and attribute. They are used to refer to things that people want to talk about; people, objects, concepts, process and all kind of entity.

A group of word is called a noun phrase when the head word (main word) is noun or pronoun. The noun phrase can consist of a single noun or pronoun, or of a noun or pronoun with modifiers (Bornstein:1977). The noun phrase can be simple noun phrase and complex noun phrase. The simple noun phrase consist of a head alone, or determiner + head and the complex noun phrases contain four major components: determiner, pre-modification, head noun and post-modification (Longman; Grammar of Spoken and Written English: 1999).

The application of noun phrase formation theory can be found in many kinds of written text such as newspaper, journal or literary work likes a novel. In these written texts, we may find noun phrase form that is typically used by the authors according to the purposes of their writing. For instance: Firstly, in academic writing, many noun phrases can be very complex and long likes *“the motivation for the distinction in both cases stems from the observations of*

fluctuation in grammaticality of the speech of individuals" (Journal), this is noun phrase with multiple post modifier that is relatively common in academic writing.

The type of this noun phrase formation is used to communicate the necessary information as efficiently as possible. Secondly, in newspaper, the noun phrase formed with prepositional phrase as post modifier as "*election with predictable result" (newspaper)* is considered to be useful to express new information when the author of the article in newspaper introduces something new to the readers. Also, it can ease the reader to understand the flow of information without making a heavy burden on the readers to understand the text because the form of this noun phrase is simple. Thirdly, in novel, noun phrase like "*freckled-faced, red-haired, long-nosed someone" (novel)* can show that this type of noun phrase is used for the expository or description in novel. It is typically used because it is considered to be efficient, packing dense informational content into as few words as possible. However, the problem arises here is that many people know the form of noun phrase but unfortunately they do not know the principle in noun phrase formation therefore they meet difficulties to form noun phrase in their writing practice well.

From the explanation and examples above, the writer encourages to do a research about configuration of noun phrase formation in written texts in order to ease the readers in knowing what and how the noun phrase is formed by the authors in their writing.



1.2. Identification of problem

The problems related to the noun phrase are identified as follows:

1. It is difficult to identify noun phrase formation without knowing the processes or principles about noun phrase formation.
2. It is difficult to apply various noun phrase formation in writing practice without knowing the processes or principles about noun phrase formation.

1.3. Scope of the Problem

Based on identification of problem above, the writer focuses her research on problems that how noun phrase is created by the author and what types of noun phrase that is most frequently used by the author in some kinds of written text. The writer chooses complex noun phrase in an article of *The Jakarta Post*, Academic Journal and *The Harry Potter and The Chamber of Secret* novel to be analyzed because it can show us the configuration of formation of noun phrase and it can be a guide for us to create various noun phrase form in writing practice.

1.4. Research Question

By conducting this research, the writer wants to answer the following specific questions:

1. How does the author create noun phrase in the text?
2. What type of noun phrase that is most frequently used by the author?

1.5. Objective of Writing

Related to the statement of the problem, the objectives of the research are as follows:

1. To identify and analyze how the author creates noun phrase in the text

2. To find out what type of noun phrase that is most frequently used by the author.

1.6. Significant of Writing

By doing this research, the writer expects that this study will provide information for people, especially for English Department students that knowing the formation of noun phrase would be a guide for encouraging English Department students to produce a good writing especially for academic writing. Besides, the writer also hopes that this study will be useful as an additional reference for those who are interested in learning more about configuration of noun phrase formation.

CHAPTER II

Theoretical Background

2.1. Previous study

Hitherto, especially in the English Department of Hasanuddin University, there are many students who have a great concern on the study about noun phrase. Firstly, Stanislaus Bongkara (1992) entitled his research as "Muna and English Noun Phrase: a Contrastive Analysis." The concentration of his research is to contrast one aspect of Muna language to English; Muna and English noun phrase in which both of them have many differences, either their syntactic component or morphological components. In the second place is Laode Sulaeman (1992) investigated about Students' Ability in Using English Modifiers: A case study." His focused his research on the mistakes of the students in using noun phrase and misplace of noun phrase modifiers in students' writing.

Different from the two researches, the writer encourages to identify the application of configuration of noun phrase formation in written texts: an academic journal, a newspaper and a novel. This research can show the reader the process of noun phrase formation and it can lead them to know how to create noun phrase therefore they can apply it in writing practice.

2.2. Noun Phrase

A group of word is called a noun phrase when the head word (main word) is noun or pronoun. The noun phrase can consist of a single noun or pronoun, or of a noun or pronoun with modifiers (Bornstein: 1977). The noun phrase can be simple noun phrase and complex noun phrase. The simple noun phrase consists of

a head alone, or determiner + head and the complex noun phrases contain four major components: determiner, pre-modification, head noun and post-modification (Longman Grammar of Spoken and Written English: 1999). In addition, the definition about noun phrase can be showed in Jacobson's statements (1982:66) in Bongkara (1992) as follows:

"The noun phrase in English is composed potentially of three parts. The central part of the 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 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." (1982: 66).

Based on some definitions above, it is better to see the explanation of noun phrase in detail. Both simple and complex noun phrase can be explained in detail as follow:

2.3.Simple Noun Phrase

Structurally speaking, basic noun phrases consist of pronouns, numerals or nouns with articles (indefinite, definite or zero) or nouns with other closed-system items that occur before the noun head including pre-determiners (pre-det), determiners (det.) and post-determiners (post-det.). The underlined parts of the following sentences are good examples of basic noun phrases:

pre-determiners	determiners	Post-determiner		Head noun
		Ordinal	cardinal/quantifier	
Half	my			salary
All	the	First		books
All	her		many	questions

As mentioned above, simple noun phrases consist of only one component such as pronouns, numerals or of two components including determiners and the head nouns

2.4.Noun Phrase Complex

Complex noun phrases contain four components: determiner, head noun, pre-modification, and post-modification (Longman students grammar of spoken and written English: 1999). Both determiner and pre modifier appear before the headword, but they play the different roles in noun phrase. A determiner is concerned only with the referential meaning of the headword, whereas a pre modifier with inherent qualities. Structurally, a determiner is integrated with the headword. Its absence often results in defectiveness in the structure of the noun phrase. Its absence affects the semantics but not grammaticality of the noun phrase.

2.4.1. Head Noun

Like in the basic noun phrase, the head noun is the central element and core component of the complex noun phrase. It may be count or mass noun which dictates concord and (for the most part) other kinds of congruence with the rest of the sentence outside the noun phrase. This is exemplified in:

The only girl in this class is hardworking.

All of the beautiful girls in my class are kind.

Before discussing about premodification and postmodification, it is needed to introduce the term complement, adjunct and attribute because they are a crucial part of modifier. (in Radford: 1988), the explanation of complement, adjunct and attribute can be illustrated with the following example:

(a) a student {of physics} (= Complement)

(b) a student {with long hair} (= Adjunct)

in the case of (a) [a student of physics] the bracket pp [of physics] is [in an intuitively fairly obvious sense] the "Complement" of *student*; the PP tells us what it is that the individual concerned studies. Hence the NP [a student of physics] can be paraphrased by a clausal construction in which *physics* functions as the complement of the verb *study* such as:

(a) He is [a student of physics]

(b) He is [studying physics]

But this is not all in the case [studying physics], [a student with long hair]. In this case, the bracket PP [with long hair] doesn't in any sense function as the complement of *student*, so that we do not have any corresponding paraphrase in which [long hair] is used as complement of the verb *study*:

(a) He is [a student with long hair]

(b) He is [studying long hair]

Thus, in [a student of Physics]; the bracket PP [of Physics] specifies what the student is studying; but in [a student with long hair] the bracket PP doesn't tell us anything about what the student is studying; it merely serves to give us additional information about the student. In traditional term, the kind of PP found in [student of Physics] is said to be a complement, whereas that found in [student with long hair] is said to be adjunct.

Furthermore, Complement immediately follow the head then it bear a much closer relationship to the head than Adjunct do and phrases are limited in number of Complement because they usually have only one Complement. Whereas Adjuncts are stackable because we can stack an indefinite number of Adjuncts, one after another.

In addition, Attributes are simply pronominal adjunct (though we shall continue to follow tradition and refer to attributive premodifiers as attributes rather than adjuncts). For the time being, we shall to concentrate on the distinction between complement and attribute with the following example:

A Cambridge Physics student

The analysis of the noun phrase above is that part of the evidence comes from word-order facts. Complements must always come closer to their head noun than Attribute. Then *Physics* would be Complement and *Cambridge* would be an Attribute.

2.4.2.Premodification

The second component of a complex noun phrase is pre-modification, also called pre-modifiers, including modifiers that stand before the head noun.

2.4.2.1.Structural Type of Pre modification

According to (Longman students grammar of spoken and written English), there are four major structural types of pre modification in English:

1. adjective: **big** pillow, **new** trousers, **official** negotiations, **political** isolation.
2. ed-participle modifier: **restricted** area, **improved** growth, **fixed** volume, **established** tradition.
3. ing-participle modifier: **flashing** lights, **growing** problem, **exhausting** task
4. noun: **staff** room, **pencil** case, **market** forces, **maturation** period

Based on the four major structural type of pre modifier, explicitly, it shows that adjective and noun are being the pre modifier in noun phrase formation.

Pre-modifying adjectives can be those denoting general description ('beautiful', intelligent', 'good', etc.); age ('young', 'old', etc.); size ('big',

'small', etc.); shape ('square', 'round', etc.); colour ('red', 'blue', etc.); material ('silk', 'metal', etc.); resemblance to a material ('silken' in *silken hair*, 'cat-like', etc.); and provenance or style ('British', 'Parisian', etc.).

These adjectives can be both attribute and complement.

Moreover, pre-modifying adjectives can be intensifying ones which have a heightening effect on the noun they modify or the reverse, a lowering effect, e.g.: 'real' (*a real hero*), 'definite' (*a definite loss*), 'complete' (*a complete fool*) and 'close' (*a close friend*). These adjectives are generally attributive only.

In addition, restrictive adjectives, another class of pre-modifying adjectives, restrict the reference of the noun exclusively, particularly or chiefly, e.g.: 'certain' (*a certain person*), 'exact' (*the exact answer*), 'only' (*the only occasion*) and 'very' (*the very man*). Like intensifying adjectives, the restrictive ones are attributive only.

Furthermore, there is also a kind of adjective that is hyphenated adjectives. It is common for a number to appear as the first in a series of hyphenated adjectives. For example: agriculture 42 is a five-hours class and a sixty-year-old employee may retire (Sharpe: 1983:66 in Sulaeman:1992). An adjective compound may express measurement. The compound may either precede the noun it refers to (a ten-foot-high pole, a six-year-old child) or follow the noun (a pole ten feet high, a child six year old).

On the other hand, pre-modifying noun express noun + noun sequences. According to (Longman students grammar of spoken and written English: 1999), noun + noun sequence contain only content words, with no function words to show the logical relations between the two parts. On the one hand, noun + noun sequence bring about an extremely dense packing of referential information; on the other hand, they result in an extreme reliance on implicit meaning, requiring addresses to infer the intended logical relationship between the modifying noun and the head noun. In fact, noun + noun sequences are used to express a bewildering array of logical relation, including the following (where the head noun is labeled N2 and the pre modifying noun N1):

- Composition: N2 is made from N1; N2 consist N1, example: glass window → windows made from glass.
- Purpose: N2 for the purpose of N1; N2 is used for N1, example : pencil case → case used for pencils
- Identity: N2 has the same referent as N1 but classifies it in terms of different attributes, example: women algebraist → algebraist who are women.
- Content: N2 is about N1; N2 deals with N1, example: algebra text → a text about algebra.
- Source: N2 is from N1, example: irrigation water → water that comes from irrigation.

- Objective Type 1: N1 is an object of the process described in N2, or the action performed by the agent described in N2, example: egg production → X produce eggs.
- Objective Type 2: N2 is the object of the process described in N1, example: discharge water → water that has been discharged.
- Subjective Type 1: N1 is the subject of the process described in N2; N2 is nominalized from an intransitive verb, example: child development → children develop.
- Subjective Type 2: N2 is the subject of the process described in N1, example: labor force → a force that is engaged in labor.
- Time: N2 is found at the time given by N1, example: summer condition.
- Location type 1: N2 is found or takes place at the location given by N1; corner cupboard.
- Location Type 2: N1 is found at the location given by N2; example: notice board → a board where notices are found.
- Institution: N2 identifies an institution for N1, example: insurance companies → companies for (selling) insurances.
- Partitive: N2 identifies parts of N1, example: cat legs, family member.
- Specialization: N1 identifies an area of specialization for the person or occupation given in N2; N2 is animate, example: finance director → director who specializes in finance.

2.4.2.2. Noun Phrase with Multiple Pre modifiers

Many noun phrases have two-word pre modification, and noun phrase with longer sequences of pre modifiers also occur (Longman students grammar of spoken and written English) :

Two-word pre modification:

funny whistling noises

quite pale skin

settled legal practice

the two mutually perpendicular directions

Three-word pre modification:

genuine, non strategic legal rights

the greatest British theoretical physics

high sulphur oil areas

Four-word pre modification:

very finely grained alluvial material

the formerly self-sufficient rural feudal economy

naked, shameless, direst, brutal exploitation

a totally covered, uninsulated pig house

an unusually thick naturally-colored cardigan

The example of noun phrase above is regarded as multiple pre-modification. It is rare that for all multiple words in premodification sequence to modify the head noun directly; premodifier sequence usually have embedded modifying in which some words modifying other pre modifiers instead of the head

noun. It shows that there are various classes of pre-modification. Therefore, when the complex noun phrases consist of different classes of pre-modifiers, they may be placed in a relevant order. The acceptable order of pre-modifiers in a complex noun phrase is as follows:

1	2	3		4	5	6	7	8	9	10	11	12	13
		3'	3"										
all	the	Last	ten	good		tall					maths		students
	the								London			social	life
all	their			nice	New		black		Spanish	leather			shoes
	some				Old			interlocking	Chinese				designs
	the		Two					interlocking					rings
half	the	Other	Ten	famous				best-sold					novels

legend:

1. pre-determiner, 2. determiner, 3. post-determiner, 3'. Ordinal, 3".

Cardinal/quantifier

4. general, 5. age, 6. size/shape, 7. color, 8. participle, 9. provenance, 10. material

11. purpose, 12. denominal, 13. head noun (Lam:2004)

2.4.3. Postmodification

The last important component of a complex noun phrase is post-modification, called post-modifiers, comprising all the items placed after the head.

2.4.3.1. Structural Types of Post modification

There are several different types of post modifier, including both clauses and phrase. These post-modifiers are mainly realized by prepositional phrases, finite clauses (or relative clauses), nonfinite clauses, adjective phrases, noun phrases or adverbial phrases (Longman students grammar of spoken and written English:1999) and Lam; 2004).

No	Determiner	Head	Post-modifiers
(1)	<i>A</i>	<i>book</i>	<i>with yellow covers</i> (prepositional phrase)
(2)	<i>The</i>	<i>man</i>	<i>who told you the secret</i> (finite clause)
(3)	<i>The</i>	<i>girl</i>	<i>speaking English fluently</i> (nonfinite clause)
(4)	<i>A</i>	<i>shelf</i>	<i>full of books</i> (adjective phrase)
(5)	<i>The</i>	<i>opera</i>	<i>"Carmen"</i> (noun phrase)
(6)	<i>the</i>	<i>road</i>	<i>back</i> (adverbial phrase)

In the example (1) '*with yellow covers*' is a prepositional phrase post-modifying the head 'book'. Apart from 'with', there is a wide range of prepositions that can be used, e.g.: *the road to London*, *the house beyond the church*, *a child of five*, etc., including the complex prepositions, e.g. *a house on the top of the hill*, *action in case of emergency*, etc. and those having participle forms as in *problems concerning the environment*.

According to Longman students grammar of spoken and written English:1999, The commonest preposition in the noun phrase post-modification

'of' has a parallel relationship with the head noun and adjective pre modification.

Example:

The color of Chocolate ----- *Chocolate color*

Words of English ----- *English words*

Requirement of personal ----- *Personal requirement*

Then, Prepositional phrase beginning with *with* often correspond to full relative clauses with the main verb *have* :

Continuous-time feedback system with chaotic behavior----- *system which have chaotic behavior.*

Varieties with a long maturation period ----- *varieties which have a long maturation period*

Also, some other prepositional phrases can be re-phrased as a full relative clause with the copula *be* and a prepositional phrase complement:

The car keys on the table ----- *the car that keys that were on the table*

Documents in his possession ----- *documents which were in his possession.*

In the example (2), the post-modifier is a relative or finite clause which can be restrictive or non-restrictive. There are a number of relative clauses beginning with relative pronouns: 'who', 'whom', 'whose', 'that' (personal); 'which', 'that', 'what' (non-personal); 'when', a preposition plus 'which' (time); 'where', a preposition plus 'which' (place); and 'why', 'for which' (reason).

While restrictive relative clauses help to define the head noun, the non-restrictive ones give additional information to it, as exemplified in:

The woman who is standing outside is my neighbour (restrictive)

That is my neighbour, who is standing outside. (Non-restrictive)

The example (3) illustrates the post-modifier as a non-finite clause, present participle clause. The non-finite can be past participle clauses.

The only car serviced in the garage is mine.

In addition, post-modifiers can be *to*-infinitive clauses:

The next flight to arrive was from London

The place to stay for summer holidays should be pleasant

As is seen in the example (4), adjective phrases can be post-modifiers of the head noun in the complex noun phrases. The adjective phrases can usually be regarded as a reduced relative clause. Complex indefinite pronouns ending in *-body*, *-one*, *-thing*, and *-where* can be modified only post-positively, e.g.:

Anyone (who is) intelligent can do it.

The men (who were) present were his supporters.

In the example (5), the phrase explicitly encodes the information that “Carmen is an opera”. For this reason, ‘Carmen’ is traditionally said to be in apposition to ‘the opera’.

Another minor type of post-modification illustrated in the example (6) is adverbial modification. Similarly, in the following examples, the adverbial phrases post-modify the head noun:

the way ahead, the direction back, the hall downstairs, etc.

Unlike pre-modifiers, there is no grammatical limit to the number of post-modifiers occurring in a noun phrase, but considerations of style and comprehensibility will normally keep them to one or two. Where we have more than one, the relative order tends to depend on the related properties of length and class, with shorter modifiers preceding longer ones, prepositional phrases preceding clauses:

A man from Britain who I was talking about last night

2.4.3.2. Noun Phrase with Multiple Post modifiers

Post modification often includes multiple structures, which can represent either a series of forms modifying a single head noun or embeddings (or combination of both). In academic writing, the post modification can become especially long and complex (Longman students grammar of spoken and written English). For example, in the following sentences, the post modifier complex following the head noun *source* includes multiple prepositional phrase, relative

clauses, -ing participle and -ed participle clauses, together with a high-level split in apposition (marked by the ':') (Longman students grammar of spoken and written English):

Theoretically it can serve as [a source] of ideas and insights which are of particular relevance for the formulation of principles: ideas emerging from disciplines devoted to the study of language and learning which might bear upon the definition of language as subject. (ACAD)

In most cases, a post modifier will modify the immediately preceding noun, which can be embedded inside higher level post modifiers. In other cases, though, two post modifiers can occur in series modifying the same head noun, so that the second post modifier is removed from the head noun. Thus, in the above sentence, the final relative clause (*which might bear upon....*) modifies the head noun *ideas*, even though there is an extended sequence of intervening post modifiers (a participle clause—*emerging from disciplines*—with embedded post modifiers).

Noun phrase with complex post modifier are relatively common in academic prose. Examples 1-4 below, illustrate some of the combinations of post modifiers typical in academic writing. Noun phrase with multiple post modifiers are in bold in the following example with the head noun phrase in []. All the example illustrates the use of prepositional phrase and relative clauses in post modifier complexes. In addition, they illustrate -ed participle clauses (2) and elaborate appositive structure (3).

1. *Terms such as Geist or representation collective have no satisfactory English equivalent, and themselves express [some of the differences] in social development between Britain, Germany and France which are touched upon in the book. (Academic Writing)*
2. *To some extent this is true, due as he pointed out to [the double thinking] of those of us who retain inhibitions and hung-ups born of earlier years and [the mixture] fascination and revulsion connected with sex which lies so deep in many of us. (Academic writing)*
3. *This chapter in this section of the reader consider [various aspect] of teaching and learning that have come under increased official scrutiny by central state agencies in recent years, particularly the curriculum of schools, the assessment of pupil performance in school and the quality of teaching itself. (Academic writing)*
4. *What were [the dynamics] within the religious-intellectual traditions which committed some adherents to public action for reform and provided theological rationales which sustained antislavery over many years? (Academic writing)*

As these examples show, prepositional phrases are particularly common in post modifier complexes.

2.4.4. Noun Phrase with Pre- and Post-modifiers

Long noun phrase may be formed with the combination of pre modifier (occurring before the noun) and post-post modifiers (occurring after the noun).

They are very useful because they are elastic; they can expand to specify and qualify information around the head noun.

Long noun phrases are formed from a combination of prepositional phrases, attributive adjectives (adjectives occurring before the noun), and relative clauses, all of which serve to modify the main noun, defining it more specifically. Whereas the verbal style is characterized by shorter sentences and the use of conjunctions, nominal sentences are longer and often contain greater numbers of prepositions as opposed to conjunctions (Wells, 1960 in Yance;1996). Prepositional phrases are a means of including large amounts of information into the nominal academic discourse style by expanding the amount of information contained in each idea unit, i.e. each noun phrase, and are used to mark semantic relations among the numerous pieces of information found in abstract texts (Biber, 1988; Biber, 1986a in Yance;1996). Relative clauses are another device used to insert large amounts of information into each idea unit (Chafe, 1982 in Yance;1996). The following paragraph is the example of the noun phrase with pre- and post-modifiers. All noun phrases consisting of more than one word have been underlined.

SNOW Snow is tiny crystals of frozen water that falls from the sky. Snow forms when water vapor in the air crystallizes. The crystals are usually hexagonal (six-sided). However, they may form an infinite variety of shapes. No two snowflakes are exactly alike.

The air temperature between the clouds and the ground must be at or below 32 F. [0 C], the freezing point of water, for snowflakes to form. If the temperature is

*near or at the freezing point, the snowflakes are large and wet. At colder temperatures, the snow is fine and dry. If the ground is cold enough, the snow may collect and get very deep. Freshly fallen snow reflects about 95 percent of the sun's heat back into space. This is one reason why the temperature often drops so low on winter nights. (adapted from *The Raintree Illustrated Science Encyclopedia*, vol.15, 1991, p.1645-6 in Yance;1996)*

CHAPTER III

Methodology

3.1. Methode of Collecting Data

The method of collecting data that the writer used is library research. The writer uses this method to find theories and materials which relates to the topic of noun phrase. Then, she reads books, thesis, dissertations and the other reference which provide relevant theories and materials.

3.2. Population and Sample

1. Population

The population of this research is all noun phrase in Academic Journal titled "prolegomena to a theory of communicative competence" that written by Dr. Leon James , an article titled "RI vows to buck ASEAN rights slide" that written by Lilian Budianto in The Jakarta Post newspaper of Thursday 5 March 2009 edition and The second chapter of Harry Potter and The Chamber of Secret novel that written by J.K. Rowling.

2. Sample

Sample are taken by means of purposive sampling, by considering that the selected data can fulfill the purpose of research. For all the noun phrases, the writer only takes 27 complex noun phrase in Academic Journal, 17 complex noun phrase in an article of *The*

Jakarta Post and 31 in The second chapter of *Harry Potter and The Chamber of Secret* novel.



3.3. Methode of Analyzing Data

In this phase, the writer uses descriptive method that describes, explains and analyzes the data. The writer follows the process of analyzing data with the following steps:

- The writer collects noun phrase in data that taken from the academic journal, the Jakarta Post newspaper, and chapter 2 of a novel "Harry Potter and The chamber of Secret"
- The writer classifies the noun phrase based on the types of noun phrase.
- The writer identifies and describes the formation process of noun phrase formation based on the types of noun phrase.
- The writer identifies and analyzes the types of noun phrase that most frequently used by the author in each kind of written text.
- The writer elaborates the types of noun phrase that is most frequently used by the author in each kind of written texts.

CHAPTER IV

Presentation and Data Analysis

The data which are presented in the following discussion are collected from three sources. The first source is taken from Academic Journal titled “prolegomena to a theory of communicative competence” that written by Dr. Leon James; the second source taken from an article titled “RI vows to buck ASEAN rights slide” that written by Lilian Budianto in The Jakarta Post newspaper of Thursday 5 March 2009 edition; and the third source taken from the second chapter of Harry Potter and The Chamber of Secret novel that written by J.K. Rowling;

4.1. Presentation of Data

Presentation of data is divided into three sections. The first section is that data on academic journal, the second part is that of the data on Harry Potter and The Chamber of Secret novel and the last is the data from An article in The Jakarta Post.

4.1.1 Data on Academic Journal

1. linguistic revolution
2. decade ago
3. modern scientific standards
4. ramification of this decade of radical change in some historical perspective
5. distinct stages of development
6. divergence of opinion on the proper nature of transformation of rules
7. degree of independence of semantics and syntax at the deep structure level

8. repercussion of the original evolution in linguistics
9. weakening of the behaviorist explanation for language learning in terms of S-R paradigm
10. new theoretical construction
11. information theory paradigm
12. change in orientation
13. concept of communicative competence
14. emerge of a post-Chomskyan era in Psycholinguistic
15. new form of experimentation
16. field today
17. current literature of linguistics and psycholinguistics
18. consequences of restricting in an unacceptable manner the study of meaning
19. ascription of a proper theoretical significance to this observation
20. intuition of a native speaker about his language
21. procedure for inferring the underlying competence from the performances data
22. attempt at specifying a grammar
23. evaluation of the adequacy of proposed grammar
24. necessity for freedom from theoretical sterility
25. adequate behavioral definition
26. sole issue
27. available data

4.1.2 Data on The Jakarta Post

28. 41-years-old bloc
29. disparity in political stances among 10 member states of ASEAN
30. human rights benchmark
31. members with meager rights credential
32. rule of an absolute monarchy
33. election with predictable result
34. mandate of the future ASEAN human rights body
35. view of human rights
36. enforcement of human rights in Myanmar
37. example for ASEAN human rights body
38. internal reconciliation process
39. national human rights commissions
40. protection of human rights
41. Phil Thorton a journalist-cum-activist
42. final draft of a guide line for the rights body
43. new definition of the principle of non-interference
44. credibility on the international stage

4.1.3. Data on Harry Potter and The Chamber of Secret

45. little creature on the bed
46. thin nose touched the carpet
47. old pillowcase, with rips arm- and leg-holes



48. creature in a high-pitched voice
49. false laugh sounded from the living room
50. Dobby the house-elf
51. very noisy voice
52. voice downstairs
53. very ugly doll
54. expression of watery adoration
55. particularly loud screech
56. year at Hogwarts
57. headmaster Hogwarts
58. urgent whispers
59. neat writing
60. untidy scrawl
61. bedroom door
62. hall carpet
63. very funny story about those American plumbers
64. screams from the dinning room
65. ice cream out of the freezer
66. kitchen clean
67. bulging green eyes
68. demonic glint in his tiny eyes
69. members of non-magical community
70. long, bat-like ears

- 71. uneasy sleep
- 72. same unanswerable questions
- 73. freckled-faced, red-haired, long-nosed someone
- 74. empty food tray
- 75. huge barn owl

4.2 Noun Phrase Formation Analysis

A. Noun Phrase with Pre modifiers

Noun phrase with pre modifiers is divided into three section; a single word modifier, two-words modifier and three-words modifier.

1. Single Word Modifier

- 1.) linguistic revolution
- 26.) sole issue
- 27.) available data
- 28.) 41-years-old bloc
- 58.) urgent whispers
- 59.) neat writing
- 60.) untidy Scrawl
- 61.) bedroom door
- 62.) hall carpet
- 71.) uneasy sleep

Analysis:

The noun phrases mentioned are formed by the head noun and single pre modifier. The list of noun phrase above showed that adjective and noun are being single pre modifier.

Firstly, the use of adjective as pre modifier is shown in the phrase (1), (26), (27), (28), (47), (58), (59), (60) and (71). In phrase (1), the pre modifier adjective linguistic is used to modify the head revolution and it is being an attribute of the head noun revolution since it appears to give additional information of the head noun revolution; in phrase (26), the head noun issue is modified by the adjective sole. Sole reflects restrictive adjectives –adjective restrict the reference of the noun exclusively- this kind of adjective is generally attributive only; in phrase (27), the pre modifier adjective available is used to modify the head noun data and it is just being an attribute for the head noun data since it does not answer the question about *what kinds of the data*; in phrase (28), 41-years-old is pre modifier adjective and the head noun is bloc. 41-year-old is regarded as hyphenated adjective which may express measurement and it is attributive only since it denotes general description of the head referent; in phrase (58), urgent is employed to modify the head noun whisper. Urgent as pre modifier emphasizes the heightening effect to the head noun whisper therefore it may be called as attribute; in phrase (59), pre modifier adjective neat precedes the head noun writing. Adjective neat have a heightening effect on the head noun writing then it merely describes attribute that is more integral to the description of the head noun referent; in phrase (60) untidy is regarded as pre modifying the head

noun scrawl. Untidy implies a lowering effect on the head noun scrawl therefore it is considered as attribute only; and then in phrase (71) the head noun sleep is modified by the adjective uneasy. Pre modifier adjective uneasy also serves a heightening effect to describe the head noun sleep thus it functions as attribute of the head noun.

Secondly, from the list of the noun phrases above, the use of noun as pre modifier is showed in the phrase (61) and (62). In phrase (61), the noun bedroom modifies the head noun door while in phrase (62) the noun hall precedes the head noun carpet. In this case, it can be found about the noun + noun sequence relation in which noun + noun relation are used to express a bewildering array of logical relation. The noun + noun relation in phrase (61) showed partitive relation in which the noun door as the head identifies parts of bedroom therefore it can be explained as the door of the bedroom. In addition, the noun + noun sequence of phrase (62) showed purposed relation in which the noun carpet is used for the hall. In short, it can be said that pre modifier bedroom is the complement of the head noun door whereas hall is complement of the head noun carpet because their existence is needed to complete the meaning of the phrase.

2. Two-words Pre modifier

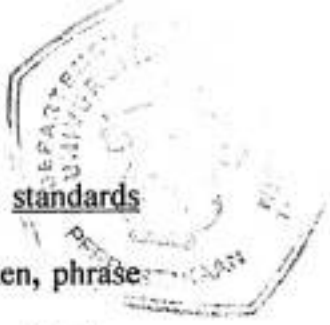
- 3.) modern scientific standards
- 10.) new theoretical construction
- 11.) information theory paradigm
- 25.) adequate behavior definition
- 30.) human rights benchmark

- 38.) internal reconciliation process
- 51.) very noisy voice
- 53.) very ugly doll
- 55.) particularly loud screech
- 67.) bulging green eyes
- 70.) large, bat-like ears
- 72.) same unanswerable questions
- 74.) empty food tray
- 75.) huge barn owl

Analysis:

The noun phrase that are mentioned comprise the heads noun with two-words modifier. Because of having more-than-one-pre modifier, thus the noun phrase above intend to have modifier status as attribute and complement. An attribute contributes additional information but optional information about the head it modifies whereas complement contributes a specific information about the head noun and it inseparable with the head noun. From the list of the noun phrase, it is showed that there are five noun phrase order with two-word pre modifier that are; Adjective + Adjective + Head Noun, Adjective + Noun + Head Noun, Noun + Noun + Head Noun and Adverb + Adjective + Head Noun and Noun + color adjective + Head Noun.

First of all, the phrase (3), (10), (70) and (72) have the order adjective + adjective + Head Noun. In phrase (3), standards is being the head noun that modified by two adjective modern and scientific. In this way, both pre modifier



adjective scientific and modern are merely the attribute of the head standards because they only denote general description of the head standard. Then, phrase (10) also has the same case with the phrase (3), this phrase contains two adjectives new and theoretical which modify the head noun construction. In this sense, the two adjectives have the same status as the attribute to the head noun construction since they only serve additional information about the general description of the head construction and their existence is optional in this phrase. Moreover, the case of phrase (70) is considered a special case because this noun phrase has two pre modifiers adjective in which they have the same value and as pre modifier. The equality of the value is marked by the use of coma between large and bat-like. The two pre modifier can be considered as attributive only since they just denote general description of the head referent. The form of large, bat-like ears may be reduced from a relative clause likes *ears which like a bat and is large*. Besides, in phrase (72), the head is question and it is preceded by two adjectives same and unanswerable. As adjective pre modifier, both same and unanswerable are merely the attribute of the head noun question because they do not serve specific information to answer the question about *what kind of question*.

In the second place, the order Adjective + Noun + Head Noun appear in phrase (25), (38), (74) and (75). These phrases showed that there are two different word class co-occurred as pre modifier; adjective and noun. In this case, it is necessary to note that noun tend to occur closer to the head noun than participle or adjective as pre modifier when they co-occurred to modify the head noun. This tendency showed that complement bears a much closer relationship to the head

than attributes or adjunct. Thus, based on position towards the head noun, noun pre modifier is complement and adjective pre modifier is attribute only. In phrase (25), adequate precedes behavior since it describe attribute that is more integral to the description of the head noun referent and on the other hand position of noun pre modifier behavior comes closer to the head definition since it is complement of the head noun definition and it specify about *what kind of definition*; in phrase (38), the head noun process immediately preceded by noun pre modifier reconciliation in which reconciliation is regarded as complement of process while internal as adjective pre modifier precede reconciliation and it is only being attribute of the head noun process; in phrase (74), the head noun tray modified by pre modifier adjective empty and pre modifier noun food. Although they modify the same head noun tray but does not meant that they play the same function in modifying the head referent. Pre modifier noun food comes closer to the head noun tray and it has as a sense to be the complement because it specify about purpose relation between food and tray and on the other way, empty gives additional, optional information of the head tray. Thus, it is regarded as attribute only; similarly, in phrase (75), adjective huge is employed to be the attribute of the pre modifier noun barn and it immediately modifies barn. As attributive adjective, huge describes the size of the noun barn. Pre modifier barn modifies and completes the head noun owl. In this case, the relation between the head noun owl and pre modifier noun barn is closer because they have purposive relation. Thus, this relation can be illustrated as *a huge barn for owl*.

Thirdly, from the noun phrases which listed above, the phrase (11) and (30) is formed with the order noun + noun + head noun. In phrase (11), pre modifier noun information and theory appear at the same time, however, they modify different word. The position of theory comes closer to the head noun paradigm than human because it is the complement of the noun referent whereas information is essentially modify theory rather than directly modifies the head noun paradigm. Therefore, the crucial point here is that both information and theory are complement but they are complements of different noun. This occurrence is used to call embedded modifying in which forms modifying other pre modifier rather than directly modifying the head noun. To illustrate this statement, we may see this noun phrase can be correlated to the form of prepositional phrase like *the paradigm of information theory*. Besides, the same case also occurred in phrase (30). benchmark is the head in the noun phrase which has human and rights as pre modifier. rights is used to modify the head noun benchmark whereas human is immediately used to modify rights. The two noun human and rights are complement but they modify different noun. it can be illustrated with the form as the *benchmark of human rights*.

Furthermore, the phrase (51), (53), and (55) are composed of one head and two pre modifier that is adverb an adjective. Thus, the order of the noun phrase in the phrase (51), (53) and (55) is adverb + adjective + head noun appeared. This order is being a special case of embedded modification – one modifier is used to modify others modifier rather than modified the head noun – the adverbs commonly modify the adjectives when they exist at the same time as pre modifier

of the head noun. In phrase (51), adverb very directly modifies pre modifier adjective noisy rather than modifies the head noun voice and it also functions as the attribute of adjective noisy . and then, the head noun voice is preceded immediately by the pre modifier adjective noisy which is also being the attribute of the head noun voice; phrase (53), adverb very and pre modifier adjective ugly are employed as attribute. However they modify the different word. As the adverb, very modifies pre modifier adjective ugly and it is attribute only while adjective ugly is also attribute of the head noun doll which implies a lowering effect to the head noun referent; and then the composition of phrase (55) is that the head noun screech with adverb particularly and adjective loud as pre modifier. In this phrase, the adverb particularly does not modify the head noun but it used to modify adjective loud and adjective loud modifies the head noun screech. Loud becomes attributive adjective (adjective occurring the head noun) which has a heightening effect to the head noun loud, this explanation can be shown the evidence of embedded modifying.

The sequence Noun + color adjective + Head Noun is shown in phrase (67). Eyes is the head that is modified by pre modifier noun bulging and adjective color green. In this matter, bulging denotes the form of eyes and green describes the color of the noun referent. The function of both bulging and green is attribute of the head noun eyes. Based on the order of pre modifier, the word that indicates color will comes closer to the head the head referent rater than the word that loads general description.

3. Three-words modifier

(39.) national human rights commission

(73.) freckled-faced, red haired, long-nosed someone

Analysis:

The formation of these phrases are the head plus three-words modifier. The head noun in phrase (39) is commission and the pre modifiers are national as adjective, human and rights as noun. Essentially, there are no absolute rules governing the order of pre modifiers however there is a strong tendency. The tendency is the most noun like modifiers to occur closest to the head noun. Thus, nouns tend to occur closer to the head than participles and adjectives. Therefore, phrase (39) national precedes human and rights as noun pre modifier. The case of embedded modifying also occur in this noun phrase form. Pre modifier noun human directly modifies rights and it does not modify the head noun commission whereas human immediately modifies the head commission. This relation can be illustrated as *national commission of human rights*.

Furthermore, the case of phrase (73) is considered a special case because this noun phrase has three pre modifiers adjective in which they have the same value and the same form of compound adjectives as pre modifier. The equality of the value is marked by the use of coma between freckled-faced, red-haired, long-nosed. These three pre modifier can be considered as attributive only since they just denote description of the head referent. The form of freckled-faced, red-haired, long-nosed someone may be reduced from a relative clause likes *someone who has a long nose, a hair with red color and a face which is freckled*.



B. Noun Phrase with Post Modifier

Post modifier of noun phrase includes both phrases and clauses. However, the following section only analyze about phrase as post modifier because the purpose of this research focus on noun phrase formation rather than noun phrase modifier. Furthermore, by considering that the definition of phrase is group of word which do not have subject and predicate, therefore it is no need to discuss about clause as post modifier in this research.

1. Adverb phrase as Post Modifier

- 2.) a decade ago
- 16.) the field today
- 52.) the voice downstairs

Analysis:

A minor type of post modifier illustrated in the three noun phrase above is adverbial modification. In phrase (2) the head decade and the post modifier ago; in phrase (16) today is employed to follow the head noun field as post modifier; and then in phrase (52), voice is followed by the post modifier downstairs. These three noun phrase may be regarded as the reduction of clause post modifier. a decade ago may be reduced from *a decade which is long time ago*; the field today can be reduced from *the field that is current today*; and then the voice downstairs may be reduced from *the voice which sounds from downstairs*. Otherwise, since these three clauses are reduced then they are considered as adverbs post modifier.

2. Adjective Phrase as Post Modifier

- 65.) ice cream out of the freezer
- 66.) kitchen clean

Analysis:

A number of noun phrase with adjective as post modifier is very poor to apply in written texts. Adjectives may follow noun as direct object and objective complement (Whison in Lets Write English). Considering this statement, it is needed to see the complete sentence that contains both phrase (65) and (66) in order to get the description about relation of the head noun and the adjective as post modifier precisely. Ice cream out of the freezer is taken from the sentence “Aunt Petunia dug some ice cream out of the freezer”. Here, adjective phrase out of the freezer follow the head noun ice cream as a direct object from the verb dug. Similarly, the kitchen clean (phrase 66) is taken from the sentence “Harry still shaking, started scrubbing the kitchen clean.” in this way, the adjective clean as post modifier follows the head noun kitchen in which kitchen is being a complement of the verb scrubbing. Therefore, both phrase (65) and (66) are considered as noun phrase with adjective as post modifier.

3. Noun as Post modifier


- 41.) Phil Thorton a journalist-cum-activist
- 50.) Dobby the house-elf
- 57.) headmaster Hogwarts

Analysis:

The noun phrase above constructed by the head nouns and noun as post modifier. In phrase (41), the head pronoun Phil Thortun is modified by the noun post modifier a journalist-cum-activist. a journalist-cum-activist explicitly refers to the head pronoun Phil Thortun and a journalist-cum-activist encodes the apposition to the head pronoun Phil Thortun. This phrase can be illustrated more precisely as *Phil Thortun is a journalist-cum-activist*. Similarly, phrase (50) explicitly encodes the information that the house-elf is apposition to the head pronoun Dobby. Also, explicitly this phrase may be illustrated as *Dobby is the house-elf*. Besides, in phrase (57) the head of noun phrase is headmaster awhile its post modifier is Hogwarts. The noun phrase *Headmaster Hogwarts* may be reduced from relative clause as *the head master whose position at Hogwarts*.

4. Prepositional Phrase as Post Modifier

- 12.) change in orientation
- 13.) concept of communicative competence
- 22.) attempt at specifying a grammar
- 31.) members with meager rights credential
- 32.) rule of an absolute monarchy
- 33.) election with predictable result
- 34.) mandate of the future ASEAN human rights body
- 35.) view of human rights
- 37.) example for ASEAN human rights body
- 40.) protection of human rights

- 
- 44.) credibility on the international stage
 - 48.) creature in a high-pitched voice
 - 54.) expression of watery adoration
 - 56.) year at Hogwarts
 - 64.) screams from the dining room
 - 69.) member of non-magical community

Analysis:

The prepositional phrases which function as post modifier are regarded as the very common post modifiers. The noun phrase with prepositional phrase as post modifier which are mentioned above are beginning with in, at, with, of, for, on and from.

At the beginning, prepositional phrase beginning with in appears in phrase (12) and (48). The use of prepositional phrase beginning with in can represent the number of meaning including location, identification, position or manner. In phrase (13), the post modifier in orientation follow the head noun change and it represents identification. Then, In phrase (48), the post modifier in a high-pitched voice is used to modify the head noun creature. in a high-pitched voice describes about the manner of the head noun creature. Both prepositional phrase in orientation and in a high-pict-voice play the same function as adjuncts since their existence is optional.

Additionally, the use of prepositional phrase beginning with at exists in the phrase (22) and (56). In phrase (22) contains the head noun attempt and its post modifier at specifying a grammar. The post modifier at specifying grammar is

used to explain about the position, while in phrase (56) the post modifier at Hogwarts that follows the noun year represents about the location. The post modifier at specifying grammar and at Hogwarts are merely adjunct in each of noun phrase because they serve sole additional information about location.

Moreover, prepositional phrase beginning with with used in the phrase (31) and (33). The prepositional phrase beginning with with often corresponds to the full relative clause with the main verb have. Also, the prepositional phrase beginning with with can represent the manner, instrument, identification and also material. In phrase (31), the post modifier with meager rights credential is used to follow the head noun human. with meager rights credential represents the identification of the head human. Also, this phrase corresponds to full relative clause with the main verb have as *the human who have meager rights credential*. At the same case, the phrase (33) contains the head noun and its post modifier with predictable result. The post modifier with predictable result express the identification of the head noun and it can be corresponded to the full relative clause with the main verb has as *the election which has predictable result*. The case of prepositional phrase beginning with with also function as adjunct because they are optional and can be removed without change the meaning or grammaticality of the head noun.

Furthermore, the prepositional phrase of is the most common in these noun phrase. It exists in phrases (13), (32), (34), (35), (40), (54), and (69). In this case, prepositional phrase of have a range of uses in expressing a close semantic relationship between the head noun and the following noun phrase; where there


are parallels with noun and adjective pre modification. Therefore, the prepositional phrase of is considered as complement of the head they modified by means they are more inseparable with their heads. In phrase (13), of communicative competence directly modifies the head noun concept and this form parallels with *communicative competence concept*; In phrase (32), the head noun is rule and modified with of an absolute monarchy. This is parallels with *absolute monarchy rule*; the head noun mandate is in phrase (34) which has post modifier of the future ASEAN human rights body and it correlates with adjective pre modification *the future ASEAN human rights body mandate*; the post modifier of human rights is used to modify the head noun view in phrase (35) and the correlation of this form is *human rights view*; in phrase (40), the head noun is protection and its post modifier is of human rights and this form correlates with *human rights protection*; and then in the datum (54), post modifier of watery adoration is used to follow the head noun expression and the correlation of this form is *watery adoration expression*; and then in phrase (69) of non-magical community directly modifies the head noun member and this form parallels with *non-magical community member*. From these explanation, the prepositional phrase of in the phrase (13), (32), (34), (35), (40), (54) and (69) are complement of their heads.

Additionally, the rest of prepositional phrase as post modifier in the list are prepositional phrase beginning with for and from. Phrase (37) comprises the head noun example and prepositional post modifier for ASEAN human rights body. In this matter, post modifier for ASEAN human rights body is the attribute that

denotes purpose of the head noun example. Whereas in phrase (64), prepositional phrase from the dinning room follows the head noun scream as post modifier. The post modifier from the dinning room can give narration about location of the head referent. It means that from the dinning room explicitly describes additional information about *where the screams comes from*. Thus it has a sense to be attribute of the head noun scream.

5. Multiple Post modifier

- 4.) ramification of this decade of radical change in some historical perspective.
- 6.) divergence of opinion on the proper nature of transformation of rules.
- 7.) degree of independence of semantics and syntax at the deep structure level.
- 8.) repercussion of the original evolution in linguistics.
- 9.) weakening of the behaviorist explanation for language learning in terms of S-R paradigm.
- 14.) emerge of a post-Chomskyan era in Psycholinguistic
- 18.) consequences of restricting in an unacceptable manner of the study of meaning
- 19.) ascription of a proper theoretical significance to this observation
- 20.) intuition of a native speaker about his language

- 
- 21.) procedure for inferring the underlying competence from the performances data
 - 23.) evaluation of the adequacy of proposed grammar
 - 24.) necessity for freedom from theoretical sterility
 - 29.) disparity in political stances among 10 member states of ASEAN

Analysis:

The noun phrases above are regarded as noun phrase with multiple post modifiers which means that they have more than one post modifiers. It can be two, three or four prepositional phrase as post modifier. because of having more than one post modifier means that the term complement and adjunct may appear as the function of post modifier.

The noun phrase which has two prepositional phrase as post modifier are in phrase (8), (14), (19), (20), (21), (23), and (24) and phrase (4), (7), and (29) has three propositional phrase as post modifier and then phrase (6), (9) and (18).

Firstly, phrase (8) comprises the head noun with two prepositional phrase as post modifier. The head repercussion is modified by of the original evolution and in linguistic. In this case, both of the original evolution and in linguistic play the different function in modifying the head noun repercussion,. of the original evolution functions as a complement prepositional phrase and in linguistic is the adjunct of the head noun repercussion.

Secondly, in phrase (14), of a post-Chomskyan era and in Psycholinguistic occur in series modifying the head noun emerge. However, their occurrence as post modifier is different. of a post-Chomskyan era is regarded as complement rather than attribute because its existence to complete the meaning of the head noun is crucial, while in Psycholinguistic is adjunct since it gives additional information to the head noun but it is merely optional.

Thirdly, in phrase (19), there are two prepositional phrase come close after the head noun ascription. They modify ascription but they play the different function. of a proper theoretical significance is regarded as complement rather than adjunct since it completes the meaning of the head noun ascription. In other word, if it does not appear, the meaning of head noun is changing. On the other hand, to this observation becomes adjunct of the head noun ascription.

Furthermore, in phrase (20), intuition becomes the head noun and prepositional phrase modifier; of a native speaker and about his language. of a native speaker is complement because it explains *what intuition concerned about* and then about his language becomes adjunct which adds optional information of the head noun intuition. This case is the implication of embedded modifying (modifying the immediately adjacent noun contained in the preceding post modifier)

Next, phrase (21) composed by the head noun procedure and it followed by post modifier for inferring the underlying competence and from the performances data. The two post modifier are in series to modify the head noun procedure although they are only adjunct.

Moreover, phrase (23) consists of evaluation as the head noun and two post modifier; of the adequacy and of proposed grammar. Both prepositional phrase of adequacy and of proposed grammar have the same function as complement. But the crucial point that is necessary to note here is that prepositional phrase of the adequacy is the complement of the head noun evaluation whereas prepositional phrase of proposed grammar is the complement of noun adequacy. They are considered to modify the different complement because of the adequacy is required to complete the meaning of evaluation while of proposed grammar need to complete the meaning of adequacy.

In addition, phrase (24) also has the same case with phrase (21). This is to say that the head noun procedure is modified with two prepositional phrase that are only have a function as adjunct of the head noun. The two post modifier are for inferring the underlying competence and from the performance data.

Phrase (4) contains three prepositional phrase as post modifier. The first prepositional phrase as post modifier is of this decade modifies ramification; the second prepositional phrase of radical change immediately modifies this decade rather than the head noun ramification; and the third prepositional phrase in some historical perspective modifies of radical change. The first and the second prepositional phrase are complement of different noun whereas the third prepositional phrase is adjunct. More precisely, the first prepositional phrase of this decade is complement of ramification, while the second prepositional phrase of radical change is complement of this decade and then the third prepositional phrase in some historical perspective is adjunct because it merely serves

additional information of the noun radical change. This explanation shows about prepositional phrases as post modifier are typically embedded structure, modifying the immediately adjacent noun contained in the preceding post modifier.

Phrase (7) has the sequence the head noun with three prepositional phrase as post modifier. In the first place, of independence comes closer to the head noun degree, and of semantics and syntax immediately modifies the adjacent noun independence because of semantics and syntax functions as the complement of independence rather than degree, and then at the deep structure level” which appears in the last position as the prepositional phrase as post modifier, modifies the head noun degree although the prepositional phrase preceding it does not directly modify the head noun degree. The reason is that at the deep structure level functions as adjunct of the head noun degree.

There are three prepositional phrase as post modifier in phrase (29). In the first position, in political stances becomes the adjunct and directly modifies the head noun disparity. The second prepositional is that among 10 member states and it modifies the preceding adjacent noun political stances as adjunct. And then the third prepositional phrase of ASEAN is used to modify 10 member states and it has a sense to be the complement of 10 member states because it completes the specific information which is needed by 10 member states. This phrase also the reflection of embedded modifying that is commonly occur in complex noun phrase.

Phrase (6) have four prepositional phrase as post modifier. The head noun divergence is immediately followed by the first prepositional phrase of opinion as complement and also it modified by the second prepositional phrase on the proper nature as adjunct of the head noun divergence. However, the third prepositional phrase of transformation directly used to modify the adjacent noun the proper nature and of rules also follows the preceding adjacent noun transformation. The third and the fourth may be regarded as complement but they complete the different noun. This case is used to call embedded modifying.

Phrase (9) consist of four prepositional phrase as post modifier. of the behaviorist explanation and for language learning occur in series modifying the same head noun weakening. But they have the different status of the behaviorist explanation may be considered as the complement of the head noun weakening while for language learning is an adjunct of the head noun. Besides, the other two prepositional phrase in terms and of S-R paradigm have embedded structure because in terms directly modify the noun preceding it that is language learning and of S-R paradigm also immediately modifies terms and it is the complement of terms.

Phrase (18) is formed from the construction of the head noun and four prepositional phrase as post modifier. the head is consequence and the four post modifier are of restricting, in an unacceptable manner, of the study and of meaning. The complex post modifier in this phrase implies embedded structure. More precisely, the head consequence immediately modified by of restricting as complement and in an unacceptable manner as adjunct. The other two

prepositional phrase, of the study is being the complement and immediately modifies an unacceptable manner and then of meaning completes the adjacent noun preceding it the study.

C. Noun Phrase with Pre-and Post-Modifier

- (5) distinct stages of development
- (15) new form of experimentation
- (17) current literature of linguistics and psycholinguistics
- (42) final draft of a guide line for the rights body
- (43) new definition of the principle of non-interference
- (45) little creature on the bed
- (46) thin nose touched the carpet
- (47). old pillowcase, with rips for arm- and leg-hole
- (49) false laugh sounded from the living room
- (63) very funny story about those American plumbers
- (68) demonic glint in his tiny eyes

Analysis:

The listed phrase are constructed by pre and post modification. At the beginning, phrase (5), consist of the head noun stage with pre modifier adjective distinct and post modifier of development. Distinct becomes attributive adjective to modify the head noun stage while prepositional phrase of development have a sense as the complement of the head stage. It means that of development completes the head noun stage. Similarly with the preceding phrase, phrase (15) also has the head noun form that is modified by pre modifier adjective new as the

attribute only and the prepositional phrase of experimentation as its complement. Additionally, phrase (17) also has the same case with the two phrase mentioned (phrase 5 and 15). Attributive adjective current and prepositional phrase of linguistics and psycholinguistic are in series modifying the head noun literature.

The next phrase is that phrase (42). In this phrase, there are one pre modifier noun final and two prepositional phrase as post modifier of a guide line and for the rights body that modify the head noun draft. In this matter, pre modifier noun final has a sense to be the attribute of the head noun draft and then prepositional of a guide line is being the complement of the head noun because it specifies and describes about *what kinds of draft* whereas for the rights body becomes the adjunct. The point here is that attribute and adjunct are stackable but complement will come for once in the noun phrase.

Thirdly, the construction of noun phrase in phrase (43) shows the embedded modifying, in which modifying the immediately adjacent noun contained in the preceding post modifier. Attributive adjective new serves a heightening effect to the head noun definition. Prepositional phrase of the principle immediately modifies the head noun definition and it is the complement of the head referent but prepositional phrase of non-interference does not modify the head noun definition because their status is the complement of the principle that is mean that of non-interference is the post modifier of the principle.

Next, phrase (45) composed by attributive adjective little, on the bed as post modifier and the head noun creature. Explicitly, little is only attribute of the head noun creature and then the position of on the bed as post modifier becomes

the adjunct of the head noun creature. This is to say that adjective little denotes the size of creature whereas prepositional phrase on the bed explain the additional information about the position of creature. This explanation can be the evidence that adjunct and attribute is just the same but their position to modify the head noun makes the different term.

Moreover, phrase (46) uses the adjective thin as pre modifier and participle phrase touched the carpet as post modifier to modify the head noun nose. Thin becomes attributive adjective (adjective occurring before the head noun) that denotes the size of the head noun nose while participle phrase touched the carpet is necessary to identify the noun it modifies.

The next phrase is that phrase (47). This noun phrase is formed from the combination of attributive adjective old, the head noun pillowcase and two post modifier with rips and for arm- and leg- hole. The head noun pillowcase is preceded by the adjective old and this pre modifier implies information about the size or age of the head pillowcase therefore it is an attribute to the head referent. The, the post modifier with rips and for arm- and leg- hole are may be considered to be the adjunct of the head noun which serve only the additional of general description.

Furthermore, phrase (49) consist of the head noun laugh with pre modifier adjective false and post modifier sounded from the living room. False becomes attributive adjective to modify the head noun stage while and participle phrase sounded from the living room have a sense as the adjunct of the head laugh. This

explanation can be the evidence that adjunct and attribute is just the same but their position to modify the head noun makes the different term.

Then, phrase (63) consist of the head noun story, the adverb very and the adjective funny as pre modifier, and prepositional phrase about those American plumbers. In this matter, the adverb commonly modifies the adjectives when they exist at the same time as pre modifier therefore adverb very directly modifies pre modifier adjective funny rather than modifies the head noun story and it also functions as the attribute of adjective funny. And then, the head noun story is preceded immediately by the pre modifier adjective funny which is also being the attribute of the head noun story whereas about those American plumbers is the complement of the head noun story since it specifies *the kind of the story*.

Lastly, phrase (68) comprises the head noun glint, attributive adjective demonic, and in his tiny eyes as post modifier. Explicitly, demonic is only attribute of the head noun glint and then the position of in his tiny eyes as post modifier becomes the adjunct of the head noun creature. This is to say that adjective demonic express the heightening effect of demonic whereas prepositional phrase in his tiny eyes explain the additional information about the manner of the head noun demonic. This explanation can be the evidence that adjunct and attribute is just the same but their position to modify the head noun makes the different term.

4.3. Frequency of Type of Noun Phrase

I. Types of Noun Phrase in Academic Journal

As a result of analyzing the noun phrase formation in the academic journal "prolegomena to a theory of communicative competence" written by Dr. Leon James, the writer found number of noun phrase and presented them by using the following table:

Table 1
Types of Noun Phrase in Academic Journal

No.	Types of Noun Phrase	Frequency	Percentage
1.	Noun Phrase with single pre modifier	3	11,1 %
2.	Noun Phrase with Two-words pre modifier	4	14,9 %
3.	Noun Phrase with Three-words pre modifier	-	-
4.	Noun Phrase with Adverb as Post Modifier	2	7,4 %
5.	Noun Phrase with Adjective as Post Modifier	-	-
6.	Noun Phrase with Noun as Post Modifier	-	-
7.	Noun Phrase with Prepositional Phrase as Post Modifier	3	11,1 %
8.	Noun Phrase with Multiple Post Modifier	12	44,4 %
9.	Noun Phrase with Pre and Post Modifier	3	11,1 %
Total =		27	100 %

From the table 1, the writer found that there are 27 noun phrases which comprises 3 frequencies of noun phrase with single pre modifier, 4 frequencies of noun phrase with two-words modification, 2 frequencies of noun phrase adverb as post modifier, 3 frequencies of noun phrase with prepositional phrase as post

modifier, 12 frequencies of noun phrase with multiple post modifier and 3 frequencies of noun phrase with pre and post modifier.

Moreover, to know the percentage of each noun phrase type in the data above, the writer uses the formula below:

$$X = \frac{h}{n} \times 100\%$$

x = the percentage of noun phrase

h = number of noun phrase type that exist in the text

n = total number of noun phrase

Thus, the writer presents the percentage of each noun phrase type as follow:

- Noun Phrase with single pre modifier → $\frac{3}{27} \times 100\% = 11,1\%$
- Noun Phrase with Two-words pre modifier → $\frac{4}{27} \times 100\% = 14,9\%$
- Noun Phrase with Adverb as Post Modifier → $\frac{2}{27} \times 100\% = 7,4\%$
- Noun Phrase with Prepositional Phrase as Post Modifier → $\frac{3}{27} \times 100\% = 11,1\%$
- Noun Phrase with Multiple Post Modifier → $\frac{12}{27} \times 100\% = 44,4\%$
- Noun Phrase with Pre and Post Modifier → $\frac{3}{27} \times 100\% = 11,1\%$

Based on the percentage of each items above, it shows that the most dominant type of noun phrase which frequently used by the author in Academic Journal "prolegomena to a theory of communicative competence" is noun phrase

with multiple post modifier with 12 frequencies (44,4 %). That is to say that in academic journal, it is common for a sentence to include nominal groups with a large range in the complexity of noun phrase . Complex noun phrase - noun phrase with multiple post modifier - are significant feature of academic writing, and the ability to construct noun phrase is intrinsic becoming a sophisticated writer at university. This factor can shows about what the authors mean of communicating specific information to unknown reader. The reason behind this statement is that the reader has little prior knowledge of the subject matter, and therefore attempts to clearly and specifically communicate the necessary information as efficiently as possible. Additionally, the use of prepositional as post modifier is a means of including large amount of information contained in each idea unit therefore it may simplify the interpretation process. Thus, academic journal is a kind of informational writing that is characterizer by the multiple post modification.

2. Types of Noun Phrase in The Jakarta Post

After analyzing the noun phrase formation in the article titled “RI Vows to buck ASEAN Rights Slide” that written by Lilian Budianto in The Jakarta Post newspaper of Thursday 5 March 2009 edition, then the writer found number of noun phrase and presented them by using the table 2:

Table 2
Types of Noun Phrase in The Jakarta Post

No.	Types of Noun Phrase	Frequency	Percentage
1.	Noun Phrase with single pre modifier	1	5,9 %
2.	Noun Phrase with Two-words pre modifier	2	11,8 %

3.	Noun Phrase with Three-words pre modifier	1	5,9 %
4.	Noun Phrase with Adverb as Post Modifier	-	-
5.	Noun Phrase with Adjective as Post Modifier	-	-
6.	Noun Phrase with Noun as Post Modifier	1	5,9 %
7.	Noun Phrase with Prepositional Phrase as Post Modifier	8	47 %
8.	Noun Phrase with Multiple Post Modifier	2	11,8 %
9.	Noun phrase with Pre and Post Modifier	2	11,8 %
Total =		17	100 %

The table 2 shows that there are 17 noun phrases which falls into 1 frequency of noun phrase with single pre modifier, 2 frequencies of noun phrase with two-words pre modifier, 1 frequency of noun phrase with three-words pre modifier, 1 frequency of noun phrase with noun as post modifier, 8 frequencies of noun phrase with prepositional phrase as post modifier, 2 frequencies of noun phrase with multiple post modifier and 2 frequencies of noun phrase with pre and post modifier.

In addition, to know the percentage of each noun phrase type in the data above, the writer uses the formula below:

$$X = \frac{h}{n} \times 100 \%$$

X = the percentage of noun phrase

h = number of noun phrase type that exist in the text

n = total number of noun phrase

Thus, the writer presents the percentage of each noun phrase type as

follow:

- Noun Phrase with single pre modifier → $\frac{1}{17} \times 100 \% = 5,9 \%$
- Noun Phrase with Two-words pre modifier → $\frac{2}{17} \times 100 \% = 11,8 \%$
- Noun Phrase with Three-words pre modifier → $\frac{1}{17} \times 100 \% = 5,9 \%$
- Noun Phrase with Noun as Post Modifier → $\frac{1}{17} \times 100 \% = 5,9 \%$
- Noun Phrase with Prepositional Phrase as Post Modifier → $\frac{8}{17} \times 100 \% = 47 \%$
- Noun Phrase with Multiple Post Modifier → $\frac{2}{17} \times 100 \% = 11,8 \%$
- Noun Phrase with Pre and Post Modifier → $\frac{2}{17} \times 100 \% = 11,8 \%$

Based on the percentage of each items above, it shows that the most dominant type of noun phrase which frequently used by the author in the article titled "RI Vows to buck ASEAN Rights Slide" that written by Lilian Budianto in The Jakarta Post newspaper of Thursday 5 March 2009 edition is noun phrase with prepositional phrase as post modifier with 8 frequencies (47 %). More precisely, the following paragraph serves the explanation to emphasize about why noun phrase with prepositional phrase as post modifier is very common occur in the article.

The Jakarta Post newspaper is a writing product that is typically contain new information and that will be read by unknown reader (society). In this kind of writing, noun phrases are the most common playing various syntactic functions in the sentence and clause structure; subject, object, complement (or various kind), apposition and attribute. Therefore, noun phrase that is used in this newspaper

must be simple in order to create the understandable information for the readers. Prepositional phrase is a means of including a large amount of information and it typically used to express new information that can be useful when the author of the article in newspaper introduces something new. Additionally, the use of prepositional phrase can ease reader to understand the flow of information without making a heavy burden on the reader to understand the text. Therefore, this evidence can be shown in the table above that noun phrase with prepositional phrase as post modifier is the most frequently used by the author in the article titled "RI Vows to buck ASEAN Rights Slide" that written by Lilian Budianto in The Jakarta Post newspaper of Thursday 5 March 2009 edition.

3.Types of Noun Phrase in The Harry Potter and The Chamber of Secret novel

As a result of analyzing the noun phrase formation in the second chapter of *Harry Potter and The Chamber of Secret novel* written by JK. Rowling, the writer found number of noun phrase and presented them by using the table 3:

Table 3
Types of Noun Phrase in the second chapter of The Harry Potter and The Chamber of Secret Novel.

No.	Types of Noun Phrase	Frequency	Percentage
1.	Noun Phrase with single pre modifier	6	19,4 %
2.	Noun Phrase with Two-words pre modifier	8	25,8 %
3.	Noun Phrase with Three-words pre modifier	1	3,2 %
4.	Noun Phrase with Adverb as Post Modifier	1	3,2 %
5.	Noun Phrase with Adjective as Post Modifier	2	6,5 %

6.	Noun Phrase with Noun as Post Modifier	2	6,5 %
7.	Noun Phrase with Prepositional Phrase as Post Modifier	5	16,1 %
8.	Noun Phrase with Multiple Post Modifier	-	-
9.	Noun Phrase with Pre and Post Modifier	6	19,4 %
Total =		31	100 %

The table 3 shows that there are 31 noun phrases which comprises 6 frequencies of noun phrase with single pre modifier, 8 frequencies of noun phrase with two-words pre modifier, 1 frequency of noun phrase with three-words pre modifier, 1 frequency of noun phrase with adverb as post modifier, 2 frequencies of noun phrase with adjective as post modifier, 2 frequencies of noun phrase with noun as post modifier, 5 frequencies of noun phrase with prepositional phrase as post modifier, and 6 frequencies of noun phrase with pre and post modifier.

In addition, to know the percentage of each noun phrase type in the table 3, the writer uses the formula below:

$$X = \frac{h}{n} \times 100 \%$$

x = the percentage of noun phrase

h = number of noun phrase type that exist in the text

n = total number of noun phrase

Thus, the writer presents the percentage of each noun phrase type as follow:

- Noun Phrase with single pre modifier → $\frac{6}{31} \times 100 \% = 19,4 \%$
- Noun Phrase with Two-words pre modifier → $\frac{8}{31} \times 100 \% = 25,8 \%$

- Noun Phrase with Three-words pre modifier → $\frac{1}{31} \times 100 \% = 3,2 \%$
- Noun Phrase with Adverb as Post Modifier → $\frac{1}{31} \times 100 \% = 3,2 \%$
- Noun Phrase with Adjective as Post Modifier → $\frac{2}{31} \times 100 \% = 6,5 \%$
- Noun Phrase with Noun as Post Modifier → $\frac{2}{31} \times 100 \% = 6,5 \%$
- Noun Phrase with Prepositional Phrase as Post Modifier → $\frac{5}{31} \times 100 \% = 16,1 \%$
- Noun Phrase with Pre and Post Modifier → $\frac{6}{31} \times 100 \% = 19,4 \%$

Based on the percentage of each items above, it shows that the most dominant type of noun phrase which frequently used by the author in is noun phrase with Two-words Pre modifier with 8 frequencies (25,8 %).

Essentially, the use of multiple pre modifier, in this case- two-word pre modifier-, is very efficient packing dense informational content into a few words as possible. In addition, it serves condensation of information that may lead to short and snappy sentences. Commonly, type of noun phrase that is very common in expository writing – novel - is noun phrase with multiple pre modifier, noun phrase with prepositional phrase as post modifier and also the combination of pre and post modifier. It can be showed in the table above that the author of expository writing – novel – used to employ the variation of noun phrase form in order to explain in detail about person, thing, or location therefore the reader can understand the text clearly.

4. Recapitulation of Types of Noun Phrase in All Register

Table 4
Recapitulation of Types of Noun Phrase in All Register

No	Types of Noun phrase	Academic Journal		Newspaper		Novel	
		Token	%	Token	%	Token	%
1.	Noun Phrase with single pre modifier	3	11,1 %	1	5,9 %	6	19,4 %
2.	Noun Phrase with Two-words pre modifier	4	14,9 %	2	11,8 %	8	25,8 %
3.	Noun Phrase with Three-words pre modifier	-	-	1	5,9 %	1	3,2 %
4.	Noun Phrase with Adverb as Post Modifier	2	7,4 %	-	-	1	3,2 %
5.	Noun Phrase with Adjective as Post Modifier	-	-	-	-	2	6,5 %
6.	Noun Phrase with Noun as Post Modifier	-	-	1	5,9 %	2	6,5 %
7.	Noun Phrase with Prepositional Phrase as Post Modifier	3	11,1 %	8	47 %	5	16,1 %
8.	Noun Phrase with Multiple Post Modifier	12	44,4 %	2	11,8 %	-	-
9.	Noun Phrase with Pre and Post Modifier	3	11,1 %	2	11,8 %	6	19,4 %
Total =		27	100 %	17	100 %	31	100 %

First of all, noun phrases with single pre modifier in novel as a kind of expository written are the most common of all. There are 6 noun phrases with single pre modifier in novel, then 3 frequencies in academic journal while only 1 frequency appear in newspaper.

Secondly, the use of two-words pre modifiers is certainly very common in novel. Multiple pre modifiers, in this way, two-word pre modifiers, creates condensation of information that may lead to short and snappy sentences and may save the author some effort. The use of two-words pre modifiers in novel reach 8 frequencies whereas in academic journal is 4 frequencies and 2 frequencies in newspaper.

Next, three-words pre modifier is one minor type of pre modification that is used in all register (Academic journal, The Jakarta Post newspaper, and novel). This evidence can be seen on the table above in which only 1 frequency of noun phrase with three-words pre modifier in newspaper and also 1 frequency in novel and then no one found in academic journal.

In addition, Noun Phrase with Adverb as Post Modifier is also indicated as a minor type of noun phrase that is employed in all register. There is 2 frequencies of Noun Phrase with Adverb as Post Modifier in academic journal and is only 1 in novel and no one found in newspaper.

Furthermore, the number of Noun Phrase with Adjective as Post Modifier is very poor in all register. The table shows that Noun Phrase with Adjective as

Post Modifier only applied in novel with 2 frequencies whereas there is nothing in academic journal and newspaper.

Similarly, it is identified that the application of Noun Phrase with Noun as Post Modifier is very poor in all register. In novel, the use of Noun Phrase with Noun as Post Modifier is employed 2 frequencies and then it is only 1 frequency used in newspaper whereas no one in academic journal.

Moreover, the application of prepositional phrase as noun phrase post modifier is very common in all register. The frequency of Noun Phrase with Prepositional Phrase as Post Modifier is 8 frequencies, and in novel is 5 frequencies, and then in academic journal is 3 frequencies.

The next type of noun phrase is that Noun Phrase with Multiple Post Modifier. the use of Noun Phrase with Multiple Post Modifier in academic journal is very dominant with 12 frequencies. But only 2 frequencies of Noun Phrase with Multiple Post Modifier in newspaper and no one in novel.

Lastly, Noun Phrase with Pre and Post Modifier is also employed in all register. The number of Noun Phrase with Pre and Post Modifier in academic journal is 3 frequencies, then 6 frequencies of Noun Phrase with Pre and Post Modifier in novel and only two frequencies in newspaper.

To sum up, the recapitulation of noun phrase in all register is 75 noun phrases. That all falls into, 27 number of noun phrases in academic journal , 17 number of noun phrases in The Jakarta Post newspaper and 31 number of noun phrases in the second chapter of Harry Potter and The Chamber of Secret novel.

CHAPTER V

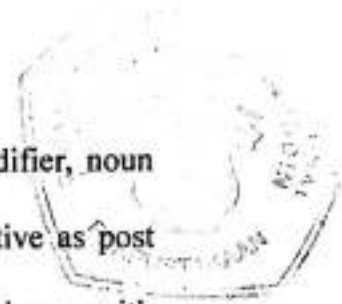
Conclusion and Suggestion

5.1 Conclusions

Based on the analysis of noun phrase formation on the 75 noun phrases on the academic journal titled "*prolegomena to a theory of communicative competence*"; *The Jakarta Post* article titled "*RI vows to buck ASEAN rights slide*"; and the second chapter of *Harry Potter and The Chamber of Secret* novel, the writer concludes that:

1. Noun phrase formation that created by the author in the academic journal titled "*prolegomena to a theory of communicative competence*" are noun phrase with single pre modifier, noun phrase with two-words pre modifier, noun phrase with adverb as post modifier, noun phrase with prepositional phrase as post modifier, noun phrase with multiple post modifier and noun phrase with pre and post modifier; then noun phrase formation that created by the author in *The Jakarta Post* article titled "*RI vows to buck ASEAN rights slide*" are noun phrase with single pre modifier, noun phrase with two-words pre modifier, noun phrase with three-words as pre modifier, noun phrase with noun as post modifier, noun phrase with prepositional phrase as post modifier, noun phrase with multiple post modifier and noun phrase with pre and post modifier; and then noun phrase formation that created by the author in the *Harry Potter and The Chamber of Secret* novel are noun phrase with single pre modifier, noun phrase with two-

words pre modifier, noun phrase with three-words as pre modifier, noun phrase with adverb as post modifier, noun phrase with adjective as post modifier, noun phrase with noun as post modifier, noun phrase with prepositional phrase as post modifier, and noun phrase with pre and post modifier.



2. The most dominant noun phrase that is frequently used by the author in the academic journal titled "*prolegomena to a theory of communicative competence*" is noun phrase with multiple post modifier with the percentage 44,4 % ; and the most dominant noun phrase that is frequently used by the author in *The Jakarta Post* article titled "*RI vows to buck ASEAN rights slide*" is noun phrase with prepositional phrase as post modifier with percentage 47 % ; and then the most dominant noun phrase that is frequently used by the author in *Harry Potter and The Chamber of Secret* novel is noun phrase with two-words pre modifier with the percentage 25,8 %.

5.2 Suggestion

1. To know the formation of noun phrase would be a guide for encouraging English Department students to produce a good writing.
2. It is also suggested that the students apply the various noun phrase formation in writing practice because to construct noun phrase is intrinsic becoming a sophisticated writer at university.

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APPENDIX

RI vows to buck ASEAN rights slide

Lilian Budianto

THE JAKARTA POST/JAKARTA

Critics warn the disparity in political stances among the 10 member states of ASEAN will continue to embroil the 41-year-old bloc, but Jakarta says it is ready to exert more influence to help reverse the situation.

The bloc's leaders concluded their 14th summit last Sunday in Cha-am, Thailand, with a declaration pledging commitment for an integrated community by 2015.

Although all members managed to nail down a common interest, the grouping suffered a setback after

it agreed to tone down differences over the human rights benchmark to accommodate members with meager rights credentials. The bloc was also dealt with a blow after Myanmar and Cambodia banned their own activists from attending an official meeting with ASEAN leaders during the summit.

Myanmar is ruled by a military junta, Brunei Darussalam is under the rule of an absolute monarch, Laos and Vietnam have single-party systems, Singapore and Cambodia observe elections with predictable results. Malaysia restricts political rights under its draconian Internal Security Act, leaving Indonesia and the Philippines as the main democracies in this region of more than 570 million people.

Critics say ASEAN has mistakenly continued to protect military-ruled Myanmar by watering down the mandate of the future ASEAN human rights body, while the West has slapped economic sanctions for the junta's notorious chokehold on

democracy.

"If you keep silent about Burma [also known as Myanmar], that means you legitimize the corrupt regime. Other countries and groupings around the world have been clearly outspoken about Burma, but what can ASEAN do about it?" said Phil Thornton, a journalist-cum-activist for Myanmar rights, based in Mae Sot on the Thai border with Myanmar.

Malaysia has started the enforcement of human rights in Myanmar will be a difficult process, although it agrees the country is not at the same level of democracy as most other members in the bloc.

"Let's accept the fact that there will be differences and whatever we can accept to go together, we move forward," Malaysian PM Abdullah Badawi told the *Bangkok Post*.

Capitalist Singapore has its own view of human rights, emphasizing that the enforcement of human rights constituted the fact that "people are fed, people are clothed, they

have good schools, they have access to government service."

"We go for the substance of human rights, rather than the form," Prime Minister Lee Hsien Loong said as quoted by the *Bangkok Post*.

Indonesian President Susilo Bambang Yudhoyono said Jakarta had made it clear to all ASEAN leaders that the bloc should ensure Myanmar underwent an internal reconciliation process with all conflicting parties, a position also shared by Thailand.

On human rights, President Yudhoyono said Jakarta would "set an example for the ASEAN human rights body."

Indonesia, the Philippines, Thailand and Malaysia each boast their own national human rights commission, but only the first two countries' commissions have mandates to investigate cases.

"A rights body is not only a campaign on behalf of ASEAN. We are very serious about its establishment, and Indonesia will make sure it sets

an example for it. ASEAN is not only about pursuing prosperity, but also democracy, and that includes the rule of law, protection of human rights, and freedom of press. Indonesia will play an active role to make sure the rights body has proper functions," Yudhoyono said.

Indonesian Foreign Minister Hassan Wirajuda said members had been reluctant to discuss rights protections, on the principle of non-interference in the bloc, but added Jakarta was ready to press ahead with views that the body had to assume a more protective role.

Jakarta has five months' time to influence other leaders before the final draft of a guideline for the rights body is submitted in July.

"There should be a new definition of the principle of non-interference. Gross violations of human rights are not a domestic problem," said Hassan. "The human rights body must not start with a low level [of mandate], or it will lose credibility on the international stage."

Prolegomena to a Theory of Communicative

Competence¹

Dr. Leon James

Center for Comparative Psycholinguistics

University of Illinois, Urbana

1969

Introduction

It has become quite fashionable of late to speak of the linguistic revolution" initiated by Noam Chomsky a little over a decade ago and the repercussions it has had in the allied fields of philosophy, psychology, and education. By modern scientific standards, a decade is a significant time span (it has been said that knowledge doubles in that amount of time!) and it should be possible by now to view the ramifications of this decade of radical change in some historical perspective.

In the field of linguistics proper, it is possible to detect four distinct stages of development since Chomsky's publication of *Syntactic Structures* in 1957 (see Maclay, in press). Although there has been and continues to be divergence of opinion on the proper nature of transformation of rules to be postulated, the major import of the developmental stages revolves around the nature and role of semantics in a transformational generative grammar. Currently (see Steinberg and James, in press) there is deep dissension between Chomsky and the Chomskyan camp on the one hand and the "challengers" on the other hand (e.g., Lakoff, McCawley) with respect to the degree of independence of semantics and syntax at the deep structure level. While these theoretical debates are undoubtedly of great significance for linguistics and its future; development, they are at the present time too esoteric and specialized to be of immediate import to related fields such, as psychology and education.

The repercussions of the original revolution in linguistics as they have manifested themselves in psychology and psycholinguistics are by now well known. The main single effect in this context has been the weakening of the behavioristic explanations for language learning in terms of the S-R paradigm. With this change in orientation have come novel forms of experimentation (see James and Miron, 1967) and new theoretical constructs (see Smith and Miller, 1966). From the historical point of view, "psycholinguistics" as all independent field of inquiry seems, to have gone through three stages. The pre-Chomskyan era of the 1950's saw its birth chiefly within the information-theory paradigm as exemplified in the collection of papers which formed the Osgood and Sebeok monograph of 1954. This vigorous and promising development was interrupted by the Chomskyan era that began with his influential review (1959) of Skinner's *Verbal Behavior* (1957) which had the immediate consequence of weakening the paradigm.

There followed several years of vigorous experimentation in "sentence processing" and in "Child Language Acquisition," and this development can be seen to still dominate the field today. However, in the last few years, parallel developments in anthropology ("ethnosemantics"), sociology, ("sociolinguistics," "ethnomethodology"), and education (language teaching and testing, varieties of English) have combined to exert a strong influence on psycholinguistics with the infusion of new ideals centering around the concept of "communicative competence," and to my mind, these development indicate the emergence of a post-Chomskyan era in psycholinguistics which is already marked by new forms of experimentation (see for example Osgood's [in press] work on "perceptual presuppositions" and related work by others which he summarizes). The purpose of this paper is to look into the concerns that led to this development and to outline a few theoretical notions that must form the basis for their elaboration, as I see them today.

1. This paper was prepared for a special issue of Journal of English as a Second Language, November, 1969

The Competence-Performance Issue

In the current literature of linguistics and psycholinguistics, one can frequently find the dictum that "linguistic competence" is the proper object of study for linguistics while performance is the proper object of study for psychology or psycholinguistics. Such a division of labor has its attractive aspects but it assumes that one can draw an absolute and principled distinction between competence and performance. I shall try to show that no such distinction is possible with the present state of knowledge which does not have the consequence of restricting in an unacceptable manner the study of meaning.

Chomsky (1965, p. 4) 1-a.5 noted the similarity between the competence-performance distinction and that of the de Saussurian *langue-parole*; but whereas *langue* is merely a "systematic inventory of items," competence refers to the earlier Humboldtian conception of 'a system of generative processes.' The motivation for the distinction in both cases stems from the observations of fluctuations in grammaticality of the speech of individuals and the ascription of a proper theoretical significance to this observation, namely, that the speech of individuals does not directly reflect their grammatical knowledge. If one assumes that a mature speaker's knowledge of his language does not fluctuate from moment to moment as does grammaticality of his utterances), the linguist's task in building a grammar of English (say) becomes in effect, one of describing the speaker's "permanent knowledge" of his language, or, his linguistic competence. It is ten left for the psychologist to describe how the interfering effects that manifest themselves during speaking interact with the speaker's linguistic-competence to produce the grammatically impaired utterances that are typical in everyday situations.

It is important to realize that the view that has just been expressed applies equally to both speaking and understanding, since the psychologically limiting (or interfering) conditions that impair the grammaticality of spoken (or written) sentences (sometimes called "encoding") also produce similar effects on the understanding ("decoding") of well-formed sentences (viz., we sometimes fail to understand a perfectly grammatical

sentence, or, misunderstand, it). This is clear enough, although it is worth emphasizing, because it has sometimes been misunderstood (students, especially, are prone to this mistake). But there is a more subtle mistake, committed more often, which is to consider "the intuitions of the native speaker" as synonymous with "the ideal speaker-hearer's intrinsic competence." Chomsky (1965, Chapter 1, and elsewhere) is himself quite clear on this point. Introspective data or linguistic intuitions provide no more of a direct indication of competence than overt performance (speech).

The intuitions of a native speaker about his language (e.g., *Is X a well-formed sentence or not?*) represent performance data under a special set of conditions which are, to be sure, different from ordinary speech performance, but are nevertheless subject to error. As Chomsky is clearly aware, and explicitly states, this fact lends a definite uncertainty to the linguistic enterprise as currently conceived: since there is no known (i.e., mechanical) direct procedure for inferring the underlying competence from the performance data (overt speech and intuitions), the attempt at specifying a grammar may fail altogether. Furthermore, even if the inferential process were to be successful, an additional difficulty is that there will remain uncertainty as to the body of facts to be explained or, in other words, the assessment of the adequacy of the inferences thus made (i.e., the proposed grammar) problematic. At best, the evaluation of the adequacy of proposed grammar is limited to those sentences it generates over which native speakers' intuitions agree (the recalled "clear cases").³

Faced with this intrinsic difficulty with linguistics as it is currently conceived, Chomsky is candid enough to raise the issue as to whether linguistics is to be considered a "science" since its data are not all "objective." He dismisses the issue as unproductive (agreed!) and points out that, for the moment, the number of clear cases far exceeds our ability to account for them. It is probably true, as he points out, that all increase in objectivity of linguistic data would not lead to easier and deeper insights.⁴ The competence-performance distinction has been misconstrued at another level, especially by psychologists of the behaviorist tradition. This relates to the nature of the explanation to be provided for what constitutes knowledge of a language (i.e., linguistic competence). Generative linguists of both modern and earlier times, have adopted "rationalist" views and attribute to the individual inborn mechanisms of a highly specific character (viz., they insist on going beyond the obvious and empty concession that human language is species-specific). This, of course, is a psychological (or psycho-neurological) theory, and psychologists of the behaviorist tradition (whether of the Lockian associationistic bent or of the strict *Watsonian* tradition or of the "neo-Behavioristic" sort) have rejected such speculations as "animistic," "non-materialistic non-objective," and "non-empirical." As Chomsky points out (see especially note 1 in Chapter 1, 1965), there are three issues involved in this criticism. One is the issue of "dualism", namely, whether the underlying competence is to be found in a non-material "mind" or a material "brain." This is an idle controversy for both fields and belongs to metaphysics, not science. The second issue is that of "behaviorism," viz., whether one should be concerned with observable data only or whether there is an interest in the substrata of observable behavior.

Although strict behaviorism has never been seriously practiced, not even by Skinnerians (see James, 1966), the issue is whether the concept, introduced in the explanatory system are to have behaviorally defined meaning or not (i.e. mentalistic in nature) It is possible to give behavioral definition of mental concepts such as "knowledge," "decision," and "intention." but such a reductionism strips the mentalistic concepts from their explanatory value. Chomsky has consistently and persuasively argued that this leads to a totally sterile approach that is incapable of handling the complexities to be explained.⁵ The third issue is that of "introspectionism" and relates to the problem of objectivity raised earlier. Chomsky's reasonable position is that if intuitions lead to linguistic insights about grammars, there is no more justification to exclude them as data than overt speech performance.

The specific ways in which linguistics or the study of competence is non-objective and mentalistic should now be clear. Charges that the rationalism of current work on linguistic competence is non-empirical is an obvious and blatant fallacy in view of the empirical criteria required for the evaluation of grammars as to their adequacy (both descriptive and explanatory). Charges of mentalism are certainly true, but the use of mentalistic concepts is an advantage, indeed a necessity for freedom from theoretical sterility. Charges of non-objectivity are also true, but only in the ultimate sense as discussed earlier, not in the sense of 19th century psychological introspectionism where the accessibility and reliability of the primary data were unacceptably low. Neither of these caveats applies to a large and significant body of linguistic data.

3. Anyone who has attended linguistics colloquia in recent times has no doubt experienced the humorous situation in which the speaker offers a sentence as an illustration for a particular rule he proposes, only to be faced by vigorous head shakes in the audience on the part of the people who reject the speaker's sentence as "non-grammatical," whereupon the speaker makes another attempt with a different sentence, sometimes with no greater success.

4. Descriptive adequacy is not the sole issue since, theoretically, several different proposed grammars can be equally adequate in accounting for the available data. On "explanatory adequacy" see Chomsky, 1965, Chapter 1.5. This claim is by no means generally accepted and it appears that we are faced here with a Kuhn-type clash of paradigms. The only resolution possible, Kuhn (1962) suggests, is the loss of power of the "old guard" and the firm entrenchment of the "young Turks" on independent levels. It is less well known that Lashley (1951) before Chomsky, has come to similar conclusions from an entirely different perspective. Osgood's (in press) recent work on "perceptual presuppositions" referred to earlier must be considered, despite his claims to the contrary, as falling within the mentalistic frame of reference. His analysis of sentential presuppositions makes use of cognitive processes that do not receive an adequate behavioral definition: e.g., on p. 26 he states: "Use of Definite the involves an implicit kind of redundancy -- the entity in question is assumed by the speaker to be 'familiar' to the hearer." Such statements are indistinguishable from those found in mentalist theories such as Chomsky, 1965, Katz, 1966 Vendler, 1967, and others.

I

DOBBY'S WARNING

arry managed not to shout out, but it was a close thing. The little creature on the bed had large, bat-like ears and bulging green eyes the size of tennis balls. Harry knew instantly that this was what had been *watching him out of the garden hedge that morning.*

As they stared at each other, Harry heard Dudley's voice from the hall.

"May I take your coats, Mr. and Mrs. Mason?"

The creature slipped off the bed and bowed so low that the end of its long, thin nose touched the carpet. Harry noticed that it was wearing what looked like an old pillowcase, with rips for arm- and leg-holes.

"Er - hello," said Harry nervously.

"Harry Potter!" said the creature in a high-pitched voice Harry was sure would carry down the stairs. "So long has Dobby wanted to meet you, sir ... Such an honor it is"

"Th-thank you," said Harry, edging along the wall and sinking into his desk chair, next to Hedwig, who was asleep in her large cage. He wanted to ask, "What are you?" but thought it would sound too rude, so instead he said, "Who are you?"

"Dobby, sir. Just Dobby. Dobby the house-elf," said the creature.

"Oh - really?" said Harry. "Er - I don't want to be rude or anything, but - this isn't a great time for me to have a house-elf in my bedroom."

Aunt Petunias high, false laugh sounded from the living room. The elf hung his head.

"Not that I'm not pleased to meet you," said Harry quickly, "but, er, is there any particular reason you're here?"

"Oh, yes, sir," said Dobby earnestly. "Dobby has come to tell you, sir ... it is difficult, sir ... Dobby wonders where to begin"

"Sit down," said Harry politely, pointing at the bed.

To his horror, the elf burst into tears - very noisy tears.

"S-sit down!" he wailed. "Never ... never ever. . . ."

Harry thought he heard the voices downstairs falter.

"I'm sorry," he whispered, "I didn't mean to offend you or anything -"

"Offend Dobby!" choked the elf. "Dobby has never been asked to sit down by a wizard - like an equal-"

Harry, trying to say "Shh!" and look comforting at the same time, ushered Dobby back onto the bed where he sat hiccupping, looking like a large and very ugly doll. At last he managed to control himself, and sat with his great eyes fixed on Harry in an expression of watery adoration.

"You can't have met many decent wizards," said Harry, trying to cheer him up.

Dobby shook his head. Then, without warning, he leapt up and started banging his head furiously on the window, shouting, "Bad Dobby! Bad Dobby!"

"Don't - what are you doing?" Harry hissed, springing up and pulling Dobby back onto the bed - Hedwig had woken up with a particularly loud screech and was beating her wings wildly against the bars of her cage.

"Dobby had to punish himself, sir," said the elf, who had gone slightly cross-eyed. "Dobby almost spoke ill of his family, sir"

"Your family?"

"The wizard family Dobby serves, sir... DOBBY'S is a houseelf - bound to serve one house and one family forever"

"Do they know you're here?" asked Harry curiously.

Dobby shuddered.

"Oh, no, sir, no ... Dobby will have to punish himself most grievously for coming to see you, sir. Dobby will have to shut his ears in the oven door for this. If they ever knew, sir _"

"But won't they notice if you shut your ears in the oven door?"

"Dobby doubts it, sir. Dobby is always having to punish himself for something, sir. They lets Dobby get on with it, sir. Sometimes they reminds me to do extra punishments

"But why don't you leave? Escape?"

"A house-elf must be set free, sir. And the family will never set Dobby free ... Dobby will serve the family until he dies, sir"

Harry stared.

"And I thought I had it bad staying here for another four weeks,"

he said. "This makes the Dursleys sound almost human. Can't anyone help you? Can't I?"

Almost at once, Harry wished he hadn't spoken. Dobby dissolved again into wails of gratitude.

"Please," Harry whispered frantically, "please be quiet. If the Dursleys hear anything, if they know you're here -"

"Harry Potter asks if he can help Dobby ... Dobby has heard of your greatness, sir, but of your goodness, Dobby never knew"

Harry, who was feeling distinctly hot in the face, said, "Whatever you've heard about my greatness is a load of rubbish. I'm not even top of my year at Hogwarts; that's Hermione, she -"

But he stopped quickly, because thinking about Hermione was painful.

"I-Tarry Potter is humble and modest," said Dobby reverently, his orb-like eyes aglow. "Harry Potter speaks not of his triumph over He-Who-Must-Not-Be-Named -"

"Voldemort?" said Harry.

Dobby clapped his hands over his bat ears and moaned, "Ah, speak not the name, sir! Speak not the name!"

"Sorry" said Harry quickly. "I know lots of people don't like it. My friend Ron -"

He stopped again. Thinking about Ron was painful, too.

Dobby leaned toward Harry, his eyes wide as headlights.

"Dobby heard tell," he said hoarsely, "that Harry Potter met the Dark Lord for a second time just weeks ago ... that Harry Potter escaped Yet again. "

Harry nodded and Dobby's eyes suddenly shone with tears.

"Ah, sir," he gasped, dabbing his face with a corner of the grubby

pillowcase he was wearing. "Harry Potter is valiant and bold! He has braved so many dangers already! But Dobby has come to protect Harry Potter, to warn him, even if he does have to shut his ears in the oven door later... Harry Potter must not go back to Hogwarts."

There was a silence broken only by the chink of knives and forks from downstairs and the distant rumble of Uncle Vernon's voice.

"W-what?" Harry stammered. "But I've got to go back - term starts on September first. It's all that's keeping me going. You don't know what it's like here. I don't belong here. I belong in your world - at Hogwarts."

"No, no, no," squeaked Dobby, shaking his head so hard his ears flapped. "Harry Potter must stay where he is safe. He is too great, too good, to lose. If Harry Potter goes back to Hogwarts, he will be in mortal danger."

"Why?" said Harry in surprise.

"There is a plot, Harry Potter. A plot to make most terrible things happen at Hogwarts School of Witchcraft and Wizardry this year," whispered Dobby, suddenly trembling all over. "Dobby has known it for months, sir. Harry Potter must not put himself in peril. He is too important, sir!"

"What terrible things?" said Harry at once. "Who's plotting them?"

Dobby made a funny choking noise and then banged his head frantically against the wall.

"All right!" cried Harry, grabbing the elf's arm to stop him. "You can't tell me. I understand. But why are you warning me?" A sudden, unpleasant thought struck him. "Hang on - this hasn't got anything to do with Vol- - sorry - with You-Know-Who, has it?"

You could just shake or nod," he added hastily as Dobby's head tilted worryingly close to the wall again.

Slowly, Dobby shook his head.

"Not -not He- Who-Must-Not-Be-Named, sir ="

But Dobby's eyes were wide and he seemed to be trying to give Harry a hint. Harry, however, was completely lost.

"He hasn't got a brother, has he?"

Dobby shook his head, his eyes wider than ever.

"Well then, I can't think who else would have a chance of making horrible things happen at Hogwarts," said Harry. "I mean, there's Dumbledore, for one thing - you know who Dumbledore is, don't you?"

Dobby bowed his head.

"Albus Dumbledore is the greatest headmaster Hogwarts has ever had. Dobby knows it, sir. Dobby has heard Dumbledore's powers rival those of He-Who-Must-Not-Be-Named at the height of his

strength. But, sir" - Dobby's voice dropped to an urgent whisper - "there are powers Dumbledore doesn't ... powers no decent wizard."
.."

And before Harry could stop him, Dobby bounded off the bed, seized Harry's desk lamp, and started beating himself around the head with earsplitting yelps.

A sudden silence fell downstairs. Two seconds later Harry, heart thudding madly, heard Uncle Vernon coming into the hall, calling. "Dudley must have left his television on again, the little tyke!"

"Quick! In the closet!" hissed Harry, stuffing Dobby in, shutting the door, and flinging himself onto the bed just as the door handle turned.

"What - the - devil - are - you - doing?" said Uncle Vernon through gritted teeth, his face horribly close to Harry's. "You've just ruined the punch line of my Japanese golfer joke One more sound and you'll wish you'd never been born, boy!"

He stomped flat-footed from the room.

Shaking, Harry let Dobby out of the closet.

"See what it's like here?" he said. "See why I've got to go back to Hogwarts? It's the only place I've got -well, I think I've got friends. "

"Friends who don't even write to Harry Potter?" said Dobby slyly.

"I expect they've just been - wait a minute," said Harry, frowning. "How do you know my friends haven't been writing to me?"

Dobby shuffled his feet.

"Harry Potter mustn't be angry with Dobby. Dobby did it for the best -"

"Have you been stopping my letters?"

"Dobby has them here, sir," said the elf. Stepping nimbly out of Harry's reach, he pulled a thick wad of envelopes from the inside of the pillowcase he was wearing. Harry could make out Hermione's neat

writing, Ron's untidy scrawl, and even a scribble that looked as though it was from the Hogwarts gamekeeper, Hagrid.

Dobby blinked anxiously up at Harry.

"Harry Potter mustn't be angry... Dobby hoped ... if Harry Potter thought his friends had forgotten him ... Harry Potter might not want to go back to school, sir

Harry wasn't listening. He made a grab for the letters, but Dobby jumped out of reach.

"Harry Potter will have them, sir, if he gives Dobby his word

that he will not return to Hogwarts. Ah, sir, this is a danger you must not face! Say you won't go back, sir!"

"No," said Harry angrily. "Give me my friends' letters!"

"Then Harry Potter leaves Dobby no choice," said the elf sadly.

Before Harry could move, Dobby had darted to the bedroom door, pulled it open, and sprinted down the stairs.

Mouth dry, stomach lurching, Harry sprang after him, trying not to make a sound. He jumped the last six steps, landing catlike on the hall carpet, looking around for Dobby. From the dining room he heard Uncle Vernon saying, ". . . tell Petunia that very funny story about those American plumbers, Mr. Mason. She's been dying to hear. . . ."

Harry ran up the hall into the kitchen and felt his stomach disappear.

Aunt Petunia's masterpiece of a pudding, the mountain of cream and sugared violets, was floating up near the ceiling. On top of a cupboard in the corner crouched Dobby.

"No," croaked Harry. "Please ... they'll kill me

"Harry Potter must say he's not going back to school -"

"Dobby ... please ...

"Say it, sir -"

"I can't -"

Dobby gave him a tragic look.

"Then Dobby must do it, sir, for Harry Potter's own good."

The pudding fell to the floor with a heart-stopping crash. Cream splattered the windows and walls as the dish shattered. With a crack like a whip, Dobby vanished.

There were screams from the dining room and Uncle Vernon

burst into the kitchen to find Harry, rigid with shock, covered from head to foot in Aunt Petunia's pudding.

At first, it looked as though Uncle Vernon would manage to gloss the whole thing over. ("Just our nephew - very disturbed meeting strangers upsets him, so we kept him upstairs) He shooed the shocked Masons back into the dining room, promised Harry he would flay him to within an inch of his life when the Masons had left, and handed him a mop. Aunt Petunia dug some ice cream out of the freezer and Harry, still shaking, started scrubbing the kitchen clean.

Uncle Vernon might still have been able to make his deal - if it hadn't been for the owl.

Aunt Petunia was just passing around a box of after-dinner mints when a huge barn owl swooped through the dining room window, dropped a letter on Mrs. Mason's head, and swooped out again. Mrs. Mason screamed like a banshee and ran from the house shouting about lunatics. Mr. Mason stayed just long enough to tell the Dursleys that his wife was mortally afraid of birds of all shapes and sizes, and to ask whether this was their idea of a joke.

Harry stood in the kitchen, clutching the mop for support, as Uncle Vernon advanced on him, a demonic glint in his tiny eyes.

"Read it!" he hissed evilly, brandishing the letter the owl had delivered. "Go on - read it!"

Harry took it. It did not contain birthday greetings.

Dear Mr. Potter,

We have received intelligence that a Hover Charm was used at your place of residence this evening at twelve minutes past nine.

As you know, underage wizards are not permitted to perform spells outside school, and further spellwork on your part may lead to expulsion from said school (Decree for the Reasonable Restriction of Underage Sorcery, 1875, Paragraph C).

We would also ask you to remember that any magical activity that risks notice by members of the non-magical community (Muggles) is a serious offense under section 13 of the International Confederation of Warlocks' Statute of Secrecy.

Enjoy your holidays! Yours sincerely,

Mafalda Hopkirk

IMPROPER USE OF MAGIC OFFICE

Ministry of Magic

Harry looked up from the letter and gulped.

"You didn't tell us you weren't allowed to use magic outside school," said Uncle Vernon, a mad gleam dancing in his eyes. "For got to mention it Slipped your mind, I daresay

He was bearing down on Harry like a great bulldog, all his teeth bared. "Well, I've got news for you, boy I'm locking you up You're never going back to that school ... never ... and if you try and magic yourself out - they'll expel you!"

And laughing like a maniac, he dragged Harry back upstairs.

Uncle Vernon was as bad as his word. The following morning,

he paid a man to fit bars on Harry's window. He himself fitted a cat-flap in the bedroom door, so that small amounts of food could be pushed inside three times a day. They let Harry out to use the bathroom morning and evening. Otherwise, he was locked in his room around the clock.

Three days later, the Dursleys were showing no sign of relenting, and Harry couldn't see any way out of his situation. He lay on his bed watching the sun sinking behind the bars on the window and wondered miserably what was going to happen to him.

What was the good of magicking himself out of his room if Hogwarts would expel him for doing it? Yet life at Privet Drive had reached an all-time low. Now that the Dursleys knew they weren't going to wake up as fruit bats, he had lost his only weapon. Dobby might have saved Harry from horrible happenings at Hogwarts, but the way things were going, he'd probably starve to death anyway.

The cat-flap rattled and Aunt Petunia's hand appeared, pushing a bowl of canned soup into the room. Harry, whose insides were aching with hunger, jumped off his bed and seized it. The soup was stone-cold, but he drank half of it in one gulp. Then he crossed the room to Hedwig's cage and tipped the soggy vegetables at the bottom of the bowl into her empty food tray. She ruffled her feathers and gave him a look of deep disgust.

"It's no good turning your beak up at it - that's all we've got," said Harry grimly.

He put the empty bowl back on the floor next to the cat-flap and lay back down on the bed, somehow even hungrier than he had been before the soup.

Supposing he was still alive in another four weeks, what would happen if he didn't turn up at Hogwarts? Would someone be sent to see why he hadn't come back? Would they be able to make the Dursleys let him go?

The room was growing dark. Exhausted, stomach rumbling, mind spinning over the same unanswerable questions, Harry fell into an uneasy sleep.

He dreamed that he was on show in a zoo, with a card reading UNDERAGE WIZARD attached to his cage. People goggled through the bars at him as he lay, starving and weak, on a bed of straw. He saw Dobby's face in the crowd and shouted out, asking for help, but Dobby called, "Harry Potter is safe there, sir!" and vanished. Then the Dursleys appeared and Dudley rattled the bars of the cage, laughing at him.

"Stop it," Harry muttered as the rattling pounded in his sore head.
"Leave me alone ... cut it out ... I'm trying to sleep"

He opened his eyes. Moonlight was shining through the bars on the window. And someone was goggling through the bars at him: a freckle-faced, red-haired, long-nosed someone.

Ron Weasley was outside Harry's window.