CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Noun Phrase

A noun phrase is phrase whose head is a noun.¹ It is a group of related words that lacks both a subject and a verb. This research is focused on simple noun phrase for seventh grade students. The example pattern of simple noun phrase is the noun + noun, as in *classroom, teapot, gold ring, etc.* Of course, the two patterns – noun + noun and noun + verb + -er – can re-combine to form even more complex noun phrase, e.g. *dumptruck-driver, candlestick-maker, windscreen-wiper, and so on.* The further explanation about noun phrase are as follow:

a. The function of noun phrase

In the clause, NP act as subject (S), as object (O), or as complement (C):

Example:

$$[NP]$$
 (The house) $[NP]$ (was) $[NP]$ (quite empty) $[NP]$ $[NP]$

 $^{^{\}rm 1}$ http://www.websters-online-dictionary.org/definition/noun+phrase, on Tuesday, April $6^{\rm th},$ 2010.

² Geoffrey Leech, *English Grammar for Today*, (MacMillan: The English Association, 1982), p. 60

b. The structure of noun phrase

The structures of noun phrase are very diverse, but the chief elements are these:³

1) The head of noun phrase may be:

a). A noun

According to oxford learner's pocket dictionary noun is word that refers to a person, a place, or a thing, a quality or an activity. Some nouns are countable nouns; that is, they name people, place, and things that can be counted. Other common noun is uncountable nouns, it means that things that can not be counted. Countable nouns can be singular or plural. Regular plural countable nouns add s/es to the singular. Irregular plural countable noun differ from the singular in some other way (e.g. man/men, mouse/mice, etc.), have the same form as the singular (e.g. deer/deer, species/species, etc), or come from other languages and have kept their original plural form (e.g. bacterium/bacteria, criterion/criteria, analysis/analyses, etc).

The example of noun phrase: (the ^Hdoll), (dear ^Hmargaret), etc.

³ *Ibid*, p. 61

⁴ Randee Falk, *Grammar Links 3 (a Theme-Based Course for Reference and Practice)*, (Boston: Houghton Mifflin Company, 2000), p. 138

b). A pronoun

Pronoun is used in place of a noun.⁵ Pronouns have the same function that nouns do. There are different types of pronouns:⁶

i. Reflexive pronouns are used instead of object pronouns when an object refers to the same person or thing as the sentence subject. The reflexive pronouns are *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, and *themselves*.

Example: They have confidence in *themselves*.

ii. Reciprocal pronouns are used when two or more people or things, named in the subject of the sentence, give and receive the same feelings or actions. The reciprocal pronouns are *each other and one another*.

Example: The children really cooperate well with *one* another.

iii. Indefinite pronouns are used to talk about unspecified people or things or about people or things in general (e.g. someone, anyone, no one, everyone, etc). Indefinite pronouns are used as subjects, subject complement, and objects. When used as subject, they take singular verbs.

Examples:

Everyone likes the restaurant. (subject)

He must be *someone* important. (subject complement)

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⁵ Betty Schrampfer Azar, *Understanding and Using English Grammar* 2nd edition, (USA: Prentice Hall Regents, 1989), p. A5

⁶ Randee Falk, op. cit, p. 169

The chef is angry about *something*. (object of preposition)

iv. Possessive pronouns can be used when the context language or otherwise makes clear what noun they replace.

Example: She gave away her mangoes.

The example of noun phrase: (Hit), (Hherself), (Heveryone (in the street)), etc.

- c). (less usually) an adjective (e.g. the ^Habsurd), an enumerator (e.g. all ^Hfifteen), or a genitive phrase (e.g. ^H(john's book)).
- 2) The premodifiers of an noun phrase may be:

a). Determiners

Determiners come before nouns. There are various kinds of determiners; articles, quantifiers, demonstratives and possessives.⁷

- i. Article, the choice of article depends partly on the type of noun. It also depends on the context in which a noun is used. The context includes the language context-the words and sentences used- and also the situation and the speaker's and listener's knowledge. There are indefinite and definite article.
 - ♦ The definite article (The)

The is used with all nouns-uncountable nouns, countable nouns, singular nouns, or plural nouns. The is used with a noun when both the speaker and the listener

⁷ *Ibid*, p. 139.

know which person, place, or thing the noun is referring to.

Example: The chef received the award last week

◆ The indefinite article (A/An)

A/An is used only with singular count nouns. It is used when the speaker and listener don't both know which person, place, or thing the noun is referring to. The indefinite article is a before consonant sounds and an before yowel sounds.

Example: A well-known chef won an award for his recipe for dessert.

ii. Quantifiers indicate the quantity of the noun.

Example: *Some* restaurants change their menus every month.

iii. Demonstratives indicate a noun as close (this, these) or far (that, those), in terms of physical distance or more abstractly, for example, in terms of time.

Example: *Those* chefs over there won awards *this* year.

iv. Possessives indicate the noun as belonging to someone or something.

Example: *Their* recipes will be printed in a new cookbook.

The example of noun phrase: (Mthis morning), (Ma M girl), etc.

b). Enumerators

Enumerators indicate the number of the things, place, or person.

The example of noun phrase: (Mtwo eggs), (the Mthird man), etc.

c). Adjectives

Adjectives indicate the characteristics of a noun, it can be shape, colour, the material, etc. It describes and gives more information about nouns.

The example of noun phrase: (Mred shoes), (Molder music), etc.

d). Nouns

Noun is word that refers to a person, a place, or a thing. It used as countable and uncountable nouns.

The example of noun phrases: (a ^Mgarden fence), (a ^Mgold ring), etc.

e). Genitive phrases

Genetive phrases mean possessive phrases. It indicates the noun as belonging to someone or something.

The example of noun phrases: (^M(*fred's*) whisky), (^M(*someone else's*) problems), etc.

f). Adverbs (in initial position)

According to oxford learner's pocket dictionary adverb is word that adds information to a verb, adjective, phrase, or another adverb.

The example of noun phrase: (Mquite a noise), etc.

g). Some less clear-cut categories, such as adjective phrases $\binom{M}{AJP}$ (awfully bad) weather); other phrases $\binom{M}{PP}$ (round the clock)

service); compound words of various kinds (a slow-witted bumpkin); Ven and Ving forms of verbs (grated cheese), (a running total).

3) The postmodifiers of a noun phrase may be:

a). Prepositional phrases

An important element of English is prepositional phrase. It consists of a preposition and its object. The object of a preposition is a noun or pronoun.⁸

The example of noun phrase: (the best day $p_p^M(of my \ life)$).

b). Relative clauses

If there are two sentences which have similar part from both of sentences, we can combine both of them into a sentence by using relative clause. It refers to who to substitute person as subject of the sentence, whom to substitute person as an object of the sentence, whose to show possession, and which to substitute things, animals, etc. as a subject or an object of a sentence.

The example of noun phrase: (a quality ^M[which I admired]).

c). Various other types of modifier, including adverbs (the girl Mupstairs), adjectives (something masty (in the woodshed)), noun phrases in apposition (the bandicoot, mp (a tiny marsupial)).

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⁸ Betty Schrampfer Azar, op. cit, p. A2

2. Teaching English Vocabulary and Simple Noun Phrase

a. Teaching Vocabulary

Whenever we think of language learning, we usually thing of mastery the vocabulary. Because it supports the speakers in communication to express their ideas. To know what vocabulary is, the writer would like to present several definitions of vocabulary.

Hornby defines vocabulary as:⁹

- ➤ The total number of words in language.
- ➤ All the words known to a person or used in particular book, subject, etc.
- A list of words with their meanings, especially one that accompanies a textbook in a foreign language.

'without grammar very little can be conveyed, without vocabulary nothing can be conveyed'. This is how the linguist David Wilkins summed up the importance of vocabulary learning. ¹⁰ It means that we can say very little with grammar, but we can say almost anything with words.

In every language, vocabulary is important to convey meaning, express wishes, desires, feelings and to communicate with others. Hockett (1958), one of the most influential structural linguists of the day went so far as to argue that vocabulary was the easiest aspect of a

 $^{^{9}}$ A.S. Hornby, $Oxford\ Advanced\ Learner's\ Dictionary,$ (Oxford: Oxford University Press, 1999), p. 1331

¹⁰ Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, 2002), p. 13

second language to learn and that it hardly required formal attention in the classroom. ¹¹

Rivers (1983:125) has also argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.¹² It means that, vocabulary is one of important things beside many factors in learning English. It is impossible to master English well without mastering vocabulary.

Anyone who has learned a second language will know that some words seem easier to learn than others. But some students still find difficulties in learning vocabulary. Many factors that make some words more difficult than others, they are as follow:¹³

- Pronunciation: research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
- Spelling: sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty.
- Length and complexity: long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their learnability.

¹¹ David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (London: Tottenham Court Road), p. 117

¹² *Ibid*. p. 117

¹³ Scott Thornbury, op. cit, p. 27

- Grammar: also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent.
- Meaning: when two words overlap in meaning, learners are likely to confuse them. Words with multiple meanings, such as since and still, can also be troublesome for learners.
- Range, connotation and idiomaticity: words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Uncertainly as to the connotations of some words may cause problems too. Words or expression that are idiomatic (like *make up your mind*, *keep an eye on....*) will generally more difficult than words whose meaning is transparent (*decide*, *watch*). It is their idiomaticity, as well as their syntactic complexity, that make phrasal verbs so difficult.

Words are easier teachable if they can be demonstrated or illustrated by the use of pictures or real objects. For example, it is easier to teach a word like blackboard than a word like though, even though though is much more frequent, and probably more useful, than blackboard. As a rule of thumb, nouns are more easily taught than verbs or adverbs, and concrete nouns are more easily taught than abstract nouns. By using pictures, teacher will be able to present something which is impossible to bring at class.

In 1984, in the introduction to their cambridge English course, Swan and Walter wrote that 'vocabulary acquisition is the largest and most important task facing the language learner'. Coursebooks began to include activities that specifically targeted vocabulary. ¹⁵

¹⁵ *Ibid.* p. 14

¹⁴ *Ibid*. p. 35

The implications of the teaching of vocabulary are that strategies of encoding vocabulary in memory appear to change as a function of language proficiency. Low-proficiency language learners, although a test indicated they understood the meanings of the stimulus recognition items, appeared to encode them in memory on the basis of acoustic and orthographic similarities rather than by association of meaning. Therefore it would appear that they would benefit from selective listening, songs, rhymes, and spelling of words.

These days, the consensus of opinion seems to be that the development of a rich vocabulary is an important element in the acquisition of a second language. Certainly, contemporary coursebooks are as carefully structured lexically as they are syntactically.

b. Teaching Simple Noun Phrase

Before explaining about teaching vocabulary related to simple noun phrase, the writer will give definition of noun phrase. According to hornby, noun phrase is a group of words in a sentence that behaves in the same way as a noun that is as a subject, an object, and complement or as the object of preposition.

From definition above, the writer can draw a conclusion that a simple noun phrase is a group of words which is formed by a noun and all its modifiers and determiners that behaves as a noun and has the functions as a subject, an object, a complement or as the object of a preposition in a sentence.

Much important grammatical information is tied into words, and learning words can take students a long way into grammar. This suggest that if we give high priority to vocabulary development, we are

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 $^{^{16}}$ Jack C. Richards, *The Context of Language Teaching*, (Cambridge: Cambridge University Press,), p. 187

not thereby abandoning grammar. Rather, vocabulary learning can serve as a stepping stone to learn and use grammar.¹⁷

Grammar is the study both of the way words are chained together in particular order, and also of what kinds of words can slot into any one link in the chain. There are basically two ways in which a learner can achieve understanding of rule: the deductive (rule-driven) path and the inductive (rule-discovery) path. In this study, the researcher used inductive approach. On the other hand, without having met the rule, the learner studies examples and from these example derives an understanding of the rule.

Weinert's research into scottish children aged 11-13 years learning german showed that they used formulaic phrases or chunks both for communication and for developing grammar (weinert:1994).²⁰

In teaching vocabulary, teacher should not give it separately, words by words. It will make the students know the meaning of the words only and they still find difficulties in applying the words into phrases, clauses, sentences and paragraph. Therefore, the best way in teaching vocabulary is not only teaching the students to memorize but also teaching them to pronounce, spell, and use it in context.

In studying vocabulary, we not only study about meaning but also we study about how words combine which called phrase. Noun phrase is part of vocabulary learning so we can arrange noun phrase

¹⁷ Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge University Press), p. 72

 $^{^{18}}$ Scott Thornbury, $\it How\ to\ Teach\ Grammar$, (Longman: Pearson Education Limited, 1999), p. 2

¹⁹ *Ibid*, p. 49

²⁰ *Ibid.* p. 101

without knowing the vocabulary first. Two or more words can be combined or joint up to make new one.

In order to be able to construct vocabulary, students have learnt to be simple phrases, clauses, and sentences. Students have to know parts of speech in English vocabulary including noun, verb, adjective, adverb, etc. Then the students also have to know the chronological order to arrange a simple noun phrase. In this study, we have just discussed about simple noun phrase.

3. Teaching Simple Noun Phrase Using Quartet Card

a. Quartet Card

Quartet card is a card game, similar to go fish, which was the start of top trumps. There were originally created by Austrian card game company Piatnik during the 1960's, but later began being released by Dubreg, Ace, Waddingstons, and others companies.²¹ In another words, quartet card is a piece of stiff paper containing information and picture played by a small number of players (minimum three players).

On quartet card, each pack originally contained 32 cards, divided into 8 groups of 4 cards, unlike a normal 52 pack of playing cards, but the number of groups changed from company to company.

A Quartet card is a card collecting game. Quartet cards combine pictures and a game. ²² Students have to collect cards from other players by asking for the same family cards. On the Quartet card, there is picture of member of quart/family with its name above, each

²¹ en.wikipedia.org/wiki/quartet_card_game, on Wednesday, January 6th, 2010

²² www.pagat.com/quartet/, on Wednesday, January 6th, 2010

quart/family has four members. The object of the game is for players to collect families.

The quartet card game can be played in about twenty to thirty minutes, but it can be even shorter or longer. It depends on the number of the students, it can be shorter when it applies in the small class which consists of 20-25 students and it can be longer when it applies in the large class which consists of 40-45 students.

b. The Implementation of Quartet Cards in Teaching Simple Noun Phrase

As language teachers, we use a variety of teaching aids to explain language meaning and contruction, engage students in a topic, or as the basis of a whole activity. Teaching simple noun phrase to the seven grade students is not easy task. Because the seven grade students need some interesting ways to make them interest and pay attention to the material that has been given to the students. Teacher uses various teaching aid or media such as pictures, cards, realia, big poster, internet, etc to help students understand the material easily.

Quartet cards combine picture and game. The students will be motivated to learn English especially simple noun phrase by using game in quartet cards. Often, students are involved in playing the games or singing the songs and they do not realize that they are practicing language.²³ It means that students can get knowledge in material and experience without any forced. It would be wrong to suggest that vocabulary learning has to be all work and no play. Children of all cultures seem to enjoy games. Most first-language word games transfer comfortably to the second-language classroom.

 $^{^{23}}$ Siti Tarwiyah, $Games,\,Songs,\,and\,Practical\,Ideas\,to\,Teach\,Language,\,(Semarang: IAIN Walisongo), p. 5$

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.²⁴

More often a word is successfully retrieved from memory, the easier it becomes to recall it. Therefore, useful games are those that encourage learners to recall words and preferably at speed. The fun factor may help make words more memorable and a competitive element often serves to animate even the most lethargic students.²⁵

English teacher also can add variety to the techniques employed in the classroom by alternating other activities with language games that recycle vocabulary, e.g., scrabble, word bingo, password, etc. Language games have the added advantage of being fun, competitive, and consequently, memorable.²⁶ These games are also activities that students can be encouraged to do on their own.

As good choice of games as one of teaching media will bring good learning products. A game is going to use in a class activity

²⁴ Nguyen Thi Thanh Huyen and Khuat Thi Thu Nga, "*Learning Vocabulary Through Games*", Asian EFL Journal, Desember, 2003.

²⁵ Scott Thornbury. op. cit, p. 102

 $^{^{26}}$ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language 3* rd *edition*, (USA: Thomson Learning, 2001), p. 289

should be carefully selected and prepare. When using a game, teachers should consider the following questions:²⁷

- 1. Is it suitable for the students?
- 2. Is it easy to run (or even a complicated one)?
- 3. Is it profitable for the students (or gives them enjoyment only)?
- 4. Has the language graded to the students' level?
- 5. Is the instrument and material ready?
- 6. Is the instrument used visually attractive?
- 7. Will the students get bored with the game before they even finish the activity?

Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills. Games are highly motivating since they are amusing and at the same time challenging.²⁸ Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. (Lewis, 1999)²⁹

²⁷ Siti Tarwiyah. *op. cit*, p. 29

²⁸ Aydan Ersoz, "Six Games for the EFL/ESL Classroom", http://owl.english.purdue.edu/owl/resource/596/01/, on Wednesday, March 10th, 2010.

²⁹ Yin Yong Mei and Jang Yu-Jing, "Using Games in An EFL Class for Children", Daejin University ELT Research Paper, 2000

Pictures on the quartet cards also can help students to understand or make simple noun phrase easily. The use of pictures as prompts for vocabulary teaching can be enhanced if some basic principles of memory are taken into account. Somewhat older children may benefit as well from very simple generalizations (such as "this is the way we say it when we're talking about yesterday") and concrete illustrations.³⁰ Pictures give concrete illustrations and describe the characteristics, such as colour, shape, size, etc., of the things on the quartet cards to arrange simple noun phrase.

Visual aids, these include flashcards, cue cards, photographs, blackboard drawings, wallcharts and realia. They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain areas of vocabulary such as places, professions, description of people, actions, and activities (such as sport and verbs of movement).³¹ In this study, the writer tried to show how visual materials on quartet cards can be designed and exploited to illustrate the bond between words.

Teacher have always used pictures or graphics, whether drawn, taken from books, newspaper and magazines, or photographs to facilitate learning. Pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or groupwork), photograph, illustration (typically in a text book). Some teacher also use projected slides, images from an overhead projector, or projected computer images. Teacher also draw pictures on the board to help with explanation and language work.

³¹ Ruth Gairns, *Working with Words: A Guide to Teaching and Learning Vocabulary*, (UK: Cambridge University Press, 1986), p. 73

³⁰ H. Douglas Brown, op. cit, p. 363

The choice and use of pictures is very much a matter of personal taste, but we should bear in mind three qualities they need to possess if they are to engange students and be linguistically useful. In the first place they need to be appropriate not only for the purpose in hand but also for the classess they are being used for. If they are too childish students may not like them, and if they are culturally inapropriate they can offend people. The most important things for pictures in the end is that they should be visible.

The quartet card game activity in teaching simple noun phrase is described below:

- 1) Students work in group, each group consists of four students.
- 2) One of the player shuffles a pack of cards and distributes the cards to each player that they may not show the other players.
- 3) They take turns to ask another player for particular card which has part of a family they lack. (e.g. a player with the family of transportation (example, school bus) would be asking for another player with aeroplane, two cars, or a train).
- 4) If the player who is asked has the card; he/she must give it to the person who asked for it.
- 5) If one player can collect one family/group (consist of four cards), he/she has to put the cards down.
- 6) The player who has collected the most families at the end of the game is the winner.

In the end of the lesson, teacher may take various activities related to simple noun phrases. Teacher may ask the students to translate the vocabulary/words, determine the parts of speech, make another simple noun phrase based on the pictures on the quartet cards, make a sentence using simple noun phrase, etc.

B. Previous Research

There are researches related with the study as follow:

1. Siti Nuryanti (2201402025), English Department Faculty of Language and Arts, Semarang State University, 2007, in her thesis "The Use of Domino Game Pictures as A Technique in Teaching Vocabulary Related to Simple Noun Phrase: The case of the 5th graders of SD Negeri Waru I Rembang in Academic year of 2006/2007" finds that the students' progress during the teaching and learning activity by using domino game pictures was good enough; 78.13% in the first cycle, 84.06% in the second cycle, and 87.50% in the third cycle. The students' mastery in English vocabulary related to simple noun phrase improved after the domino game pictures activities were given. It means that after students were taught by this technique (domino game pictures), the result of the test was better than before.

The similarities of her thesis with this research is the material that focus on teaching vocabulary related to simple noun phrase. The difference is looked at the use of teaching media/aids in teaching simple noun phrase.

2. Ary Suryani (2201403658), English Department Faculty of Language and Arts, Semarang State University, 2009, in her thesis "Improving Vocabulary Proficiency Through Pictures (An Experimental Research to the Forth Graders of Perumnas Banyumanik 09 Semarang Elementary School in the First Semester in Year 2007/2008)" finds that the result of teaching vocabulary through pictures is good because the average is 75.53. According to the level level of achievement, the result of teaching vocabulary without using pictures is sufficient because the average of score is 65.73. This means is a significant that difference in the vocabulary achievement of the students who taught using pictures and those taught without using pictures. It means that the mastery of vocabulary which was

found from the teaching vocabulary using pictures is better than teaching vocabulary without using pictures.

The similarities of this research with her thesis can be seen both the material that focused on vocabulary and the used of picture. As we know that the noun phrase is a part of vocabulary and quartet card is card collecting game that contains picture. The differences between this research and her thesis is the use of quartet card game because it is not only contains picture but also a game. Consequently, it can create fun learning in English.

C. Action Hypothesis

Hypothesis is a predictable statement needed to be explored more. If a statement is not needed to be researched is not named as hypothesis. Hypothesis is usually used in researches which applied quantitative using model deductive-verificative.³²

The hypothesis in this research is "quartet card game can improve the students' achievement in simple noun phrase". It means that using quartet card game has a positive influence on the improvement of students' achievement in simple noun phrase.

³² Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT. Remaja Rosdakarya, 2006), p. 87.