

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher describes some theories related to the study. The theories explain about the theoretical review on parts of speech, noun, noun premodifiers, noun postmodifiers, error and error analysis. In addition, this chapter deliberates the conceptual frameworks for this study.

#### **Parts of Speech**

Parts of speech is the main category of words that differentiate the use of words in a language (Schachter & Shopen, 2007). In line with Schachter and Shopen (2007), Eastwood (2003) explained that parts of speech consists of different categories of word. Both of two definitions describe that parts of speech is different word classes in English. Further, there are some different words classes in English. Eastwood mentioned verb, noun, adjective, adverb, preposition, determiner, pronoun, and conjunction as the words classes in English.

On the other hand, Schachter and Shopen (2007) classified parts of speech into open and closed parts of speech classes. Schachter and Shopen described “open classes as those whose membership is in principle unlimited, varying from time to time, and between one speaker and another” (p. 3). This explains that words whose belong to more than one word class are classified into open parts of speech classes. For instance, the sentences ‘He passed the *test*’ and ‘He had to *test* the machine’ put the word ‘*test*’ into two words classes which are as a noun and a verb (Eastwood, 2003). Then, closed parts of speech classes consists of fixed and small numbers of words such as pronoun and conjunction (Schachter & Shopen,

2007). Furthermore, Schachter and Shopen classified noun, verb, adjective, and adverb into open classes. Then, closed classes include pronoun and others pro-form, noun adjuncts, verb adjuncts, conjunction, and other closed classes.

Similary, Koopman, Sportiche, and Stabler (2003) found that parts of speech is categorized into open and closed categories. The word noun, verb, adjective and adverb are categorized into open class category. Open class categories have principle unlimited in which new words can be created freely. This means that the words classified in open classes have more than one role as cited in Schachter and Shopen (2007). Then Koopman, Sportiche, and Stabler classified the words ‘preposition, determiner, numerals, complementizers, auxiliaries, modals, coordinators, and negation or affirmation’ into closed categories.

In conclusion, based on Eastwood (2003), Schachter and Shopen (2007), and Koopman, Sportiche, and Stabler (2003), part of speech is categorized into open and closed class categories. Open class categories consist of content noun, verb, adjective and adverb. The words in open class categories can be a member of more than one word classes. Then, closed class categories consist of more spesific words. They include conjunction, pronoun, determiner, preposition, numerals, complementizers, auxiliaries, modals, coordinators, and negation or affirmation.

### **Noun and Noun Phrase**

Noun acts as subject and object (Wren & Martin, 2005). Noun as a subject does the action while as a object, it completes the clause. Wren and Martin (2005)

defined a noun as a word that is used as the name of a person, place or thing. Further, a noun is categorized into proper and common nouns. Wren and Martin (2005) illuminated that a proper noun is the name of specific people or places. Then, a common name given to people or things in the same class or type is called as a common noun. For instance, a sentence “*Asoka* was a wise *king*”(p. 5). The word ‘Asoka’ belongs to a proper noun because it refers to a specific person. The word ‘king’ is commonly used to name of a person who leads a kingdom. The word ‘king’ is more universal.

Additionally, a noun can be countable and uncountable nouns. According to Eastwood (2003), “Countable nouns can be singular or plural while uncountable nouns are neither singular or plural” (p. 175). Wren and Martin (2005) described countable nouns as the name of people or things that can be counted. For example, book, pen, apple, boy, sister, doctor, and horse. Moreover, Wren and Martin (2005) explained uncountable nouns as the name of things that we can not count. Uncountable nouns usually refer to substance and abstract things such as music, happiness, and butter (Eastwood, 2003).

Besides that, a noun is classified as complicated word because it has modifiers which differentiate it with other word classes (O’Malley, 2013). Noun has premodifiers and postmodifiers. Premodifiers appear between determiner and noun while postmodifiers come after noun (Bieber et al., 1999; Crystal, 2004; Hillier, 2004; O’Malley, 2013). The pre-modifiers and post-modifiers will modify a noun becomes a noun phrase (Eastwood, 2003).

Eastwood (2003) said that a noun modifies with pre-modifiers and or post-modifiers is named as a noun phrase. A noun phrase consists of the head noun and some modifiers phrase (Crystal, 2004; Eggins, 2004; O'Malley, 2013). The noun modifiers are divided into two which are pre-modifiers and post-modifiers. The pre-modifiers contain of determiners, attributive adjective, participals adjectives, and nouns. On the other hand, post-modifiers include clausal (finite, non finite clausal, and to-clausal) and phrasal (prepositional phrases, postposed adjectives, and appositive noun phrase). The illustration of the examples on the use of pre and post-modifiers is presented in Figure 1.

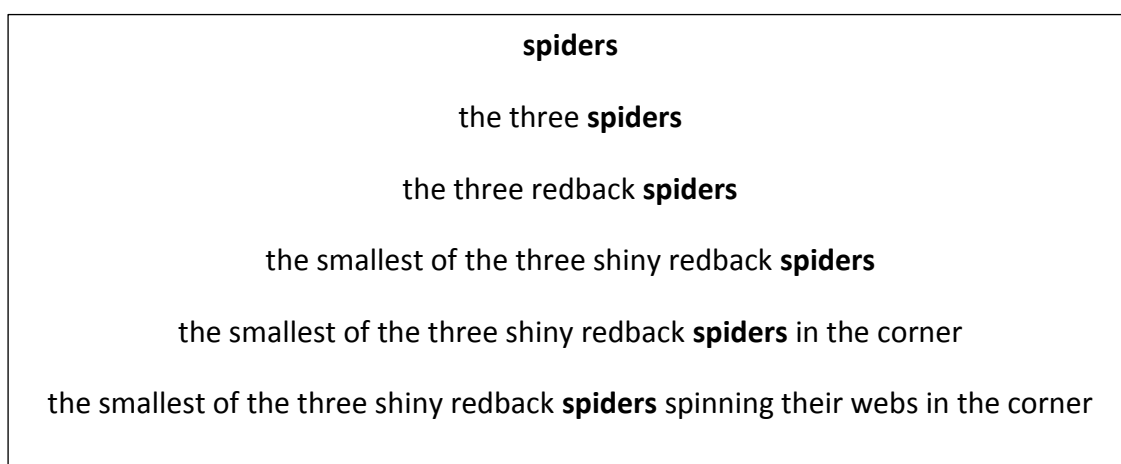


Figure 1. A head noun and its modifiers (O'Malley, 2013)

Figure 1 illustrated that the head noun 'spiders' can be modified with pre and post-modifiers. Pre-modifiers come before the head noun. While post-modifiers are lied after the head noun. Then the examples in using pre-modifiers such as the head noun 'spiders' which is modified with determinative phrase 'the three'. Beside that, it can be modified with adjective such as 'redback'. Further the head noun 'spiders' can be modified with combining adjectives, preposition, and determinative phrase such as 'the smallest of the three shiny redback spiders'.

Meanwhile, the head noun also can be modified with post-modifiers such as prepositional phrase and relative clause. The example on the use of prepositional phrase as post-modifiers can be seen in a noun phrase ‘spiders in the corner’. Then the example on the use of relative clause is ‘spiders spinning their webs in the corner’.

Furthermore, Colombi (2004) declared that a noun phrase is a complex phrase (as cited in O’Malley, 2013). The complexity on the use of noun phrase lies on the structure of the words. Biber et al. (1999) said that a noun phrase that consists of more than four words is the complex one. In line with Biber et. al (1999), Colombi (2004) argued that more elements rather than a determiner, and/or adjective and a noun cause a noun phrase more complex. As the evidence, Musgrave and Parkinson (2014) found that international students feel difficult on writing adjectives, prenominal nouns, possessive premodifying nouns, and prepositional phrase on the use of noun phrase. In addition, Spanish students also feel difficult in differentiating plural noun phrase (Crivos, Ionin, & Montrul, 2013).

### **Modifiers**

According to Huddleston and Pullum (2002), modifiers are non-compulsory element in phrase and or clause structure. Modifiers depend on their main word. Miller (2002) explained that the relation between main word or usually called as the head, and modifiers are depending relations. Miller added that the head delivers important part of information while modifiers transfer additional information. The examples of on the use of modifiers are “the large dog” and “barked loudly”. The word ‘the’ and ‘large’ are the modifiers of the

head noun ‘dog’, while ‘loudly’ is the modifier of the head noun ‘barked’. Based on those examples, the modifiers can come before and after the head noun. In addition, Eastwood (2003) said that modifiers of noun phrase are divided into pre and post-modifiers.

### **Post-Modifiers**

A noun can be modified with modifiers which are pre and post-modifiers. Noun post- modifiers come after the head noun. For instance, the noun phrase “every beautiful city that we visited”. The head noun of that noun phrase is ‘city’. The words which come before and after the head noun are the modifiers. Then the words which belong to post-modifiers are ‘that we visited’. That words are named as relative clause. Relative clause is one of examples of post-modifiers. Furthermore, there are another post-modifiers of a noun. Biber et al. (1999) mentioned finite and non finite clausal and phrasal modifying structures as post-modifiers of a noun (as cited in O’Malley, 2013). Finite clausal is inflected verb for tense and conversely. However, non finite clausal is no inflected verb in which forcing students to find out the relations among tenses from the context (Cowan, 2008; O’Malley, 2013). After that, phrasal modifying structures such as prepositional phrases and postposed adjectives are the examples of postmodifiers. Meyer (2009) explained that preposition does not have spesific form such as no suffix. Preposition needs an object because it can not stand alone such as “*the hill* should be *on the hill*” p. 122). Additionally, postposed adjective places after the head noun such as ‘a considerable pause ensuing’ (Miroff et al., 2010).

Similarly, Biber, Grieve, and Iberri-Shea (2009) mentioned post-modifiers such as clausal (finite relative clause, non-finite participial clauses, to-clauses) and

phrasal (prepositional phrases and appositive noun phrase). Biber, Grieve, and Iberri-Shea give examples of post-modifiers such as relative clause “the penny-pinching circumstances *that surrounded this international event*”, ing-clause “the imperious man *standing under the lamppost*”, ed-clause “a stationary element *held in position by the outer casting*”, to-clause “the person *to see*” (p. 183). After that, appositive noun phrase such as “The Environment Secretary, *Mr. Chris Patten*” (p. 183). Further, based on Biber et al. (1999), among those post-modifiers, finite relative clauses are noticed as about a half of the remaining post-modifiers. Ed- clauses and appositive noun phrase are moderate commonly used.

### **Pre-Modifiers**

There are six pre-modifiers in noun phrase. They are determinative phrases, adjectives and adjective phrases, adverbs, prepositions, participial modifiers, and noun. The first is determinative phrases. Meyer (2009) mentioned determinative phrases and adjective phrases as pre-modifiers of noun phrase (p. 120). Determinative phrases consist of articles (a/an, and the), demonstratives (this, that, these, those), indefinite pronouns or quantifiers (all, every, most, many), and cardinal numbers (one, two, three). Eastwood (2003) mentioned types of articles ‘a/an and the’. Article ‘a/an’ refers to indefinite singular noun. While article ‘the’ indicates definite nouns. Then, Eastwood added that article ‘a/an’ is different on its use. Article ‘a’ is used before consonant sound, while ‘an’ is used before vowel sound. Beside that, article ‘the’ only can be used for nouns repetition, if only one noun, and if it is followed by a phrase or clause.

After articles, there are demonstratives. Demonstrative which part of determinative phrase is demonstrative adjectives such as this, that, these, and

those (Alexander, 1998). Another determinative phrase is indefinite pronouns/quantifiers. Indefinite pronouns/quantifiers are usually formed by adding countable or uncountable nouns after the quantifier (Alexander, 1998). Lastly, cardinal numbers are also a part of determinative phrase. Eastwood (2003) stated that cardinal numbers denote the quantity, so those can be singular and plural (p. 180). Further, determinative phrases are also well known as deictic (Abdi, n.d.). In addition, determinative phrases always come and put in the first position of noun phrase.

Then determinatives are followed by adjective phrases. Biber, Grieve, and Iberri-Shea (2009) mentioned attribute adjective as pre-modifiers. In the same way, Bieber et al. (1999) also classified general adjectives into pre-modifiers (as cited in O'Malley, 2013). Adjectives are classified into predicative and attributive adjectives. However, only attributive adjectives, also well known as general adjective, that can modify a noun (Kim & Sells, 2008). For an example, the words 'alive, asleep, awake, afraid, ashamed, aware, and utter' can not be noun modifiers because they are predictive adjectives. Then, the usual word order of adjectives are opinion followed by size, age, color, nationality, and material (Azar & Hagen, 2006).

Moreover, the third position of pre-modifiers is adverb. Abdi (n.d.) illuminated that adverb comes infrequently as pre-modifiers. However, if adverb becomes pre-modifier, it will strengthen adjectives (Meyer, 2009). As cited by Meyer (2009), adverb usually comes before adjective phrases and intensifies adjectives. In line with Meyer (2009), Eastwood (2003) argued that adverb can be used before a quantifier or an adjective. Eastwood gave examples the phrases



“*quite a lot* of money and a *very expensive* trap” (p. 178). Beside that, adverb can occur before the head noun directly such in the sentence “I was the *only* teacher in the whole school who did not have textbooks” (p. 128). This sentence puts adverb ‘only’ after determiner and before the head noun. This means that adverb ‘only’ focuses on describing the head noun ‘teacher’ directly.

Beside that, prepositions also rarely come as pre - modifiers. Preposition has function as an adjective (Abdi, n.d.). For example, “the inside room, two outside windows” (p. 25). Preposition as pre-modifier is placed between determinative phrases and the head noun (Wren & Martin, 2005).

The next pre-modifier is participial modifiers. Participial modifiers are the form of *ing-* or *ed-* participles, but it acts as adjectives such *hidden* variables and *detecting* devices (Biber, Grieve, & Iberri-Shea, 2009). Wren and Martin (2005) said that participles and gerund can be the noun modifiers. Otherwise, Huddleston and Pullum (2002) argued that not all participials can completely act as adjective. They explained that only a present participle can act as adjective. However, a gerund can be a functioning noun completely. Wren and Martin (2005) added that participle and a gerund as pre-modifier lies between determiner and the head noun.

Furthermore, noun also can be pre-modifiers such as “The *bus* strike” and “The *police* report” (Biber, Grieve, & Iberri-Shea, 2009, p. 183). The noun as pre-modifier is different from the head noun. As cited by Miller (2002), modifiers deliver extra information of the main word. This means that noun as pre-modifier only explains additional information about the head noun. In addition, when

nouns stand together, usually called as noun string, they do not contain function words (O'Malley, 2013). It means noun pre-modifier comes before the head noun. Then when noun and the head noun stand together, they cover content words. For instance, “department store, alarm system, boat-train, businessman” (Eastwood, 2003, p. 175). In conclusion, to describe the types, definitions, and examples of pre – modifiers of noun clearly, the researcher presents them in Table 1. Noun Phrase’s Types and Figure 2. Noun Phrases adapted from Azar and Hagen (2006), Eastwood (2003), Meyer (2009), and Wren and Martin (2005).

Table 1. Noun Phrase’s Types

Type		Description	Examples
1.	Determinative phrases/ Deictic	<ul style="list-style-type: none"> <li>▪ Consist of articles, demonstratives, indefinite pronouns/ quantifiers, and cardinal numbers</li> <li>▪ Put in the first position of noun phrase</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>A lot of</i> planes take off from here.</li> <li>2. Someone was stealing <i>the</i> whisky.</li> </ol>
2.	Adjectives/ Adjective phrases	<ul style="list-style-type: none"> <li>▪ Only attribute adjectives/ general adjectives can modify noun.</li> <li>▪ Usual word order of adjectives are (1) Opinion, (2) Size, (3) Age, (4) Color, (5) Nationality, (6) Material</li> </ul>	<ol style="list-style-type: none"> <li>1. Jack is wearing a <i>white cotton</i> shirt.</li> <li>2. The Great Wall is a <i>famous Chinese</i> landmark.</li> <li>3. Ken is an <i>honest young</i> man.</li> </ol>
3.	Adverbs	<ul style="list-style-type: none"> <li>▪ Strengthen adjectives</li> <li>▪ Come after a quantifier and or an adjective</li> </ul>	<ol style="list-style-type: none"> <li>1. The people in the wheel chairs in the group are already <i>very</i> proficient dancers.</li> </ol>
4.	Prepositions	<ul style="list-style-type: none"> <li>▪ Intensify adjectives</li> <li>▪ Put between determinative phrases and the head noun</li> </ul>	<ol style="list-style-type: none"> <li>1. The <i>inside</i> room</li> </ol>
5.	Participial Modifiers	<ul style="list-style-type: none"> <li>▪ The form of <i>ing-</i> or <i>ed-</i> participles</li> <li>▪ Act as an adjective</li> <li>▪ Lie between determiner and the head noun</li> </ul>	<ol style="list-style-type: none"> <li>1. A <i>nursing</i> home costs £ 400 a week.</li> </ol>
6.	Nouns	<ul style="list-style-type: none"> <li>▪ Explain additional</li> </ul>	<ol style="list-style-type: none"> <li>1. We sat at the <i>kitchen</i></li> </ol>

		information of the head noun ▪ Stand together with the head noun	table. 2. Ms. Bell gave me her business card.
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Figure 2. Noun Phrases

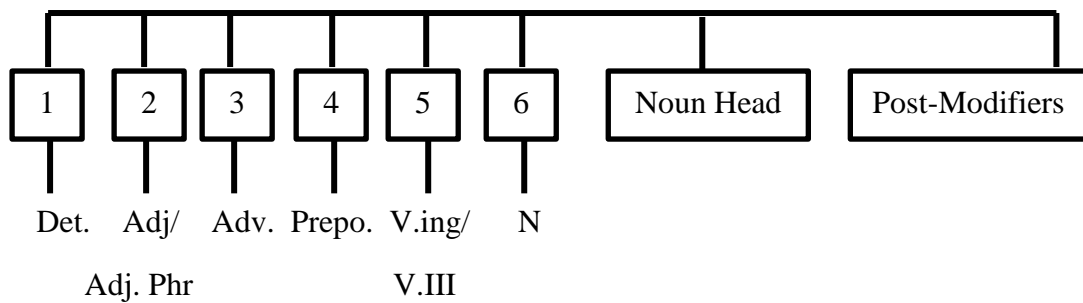
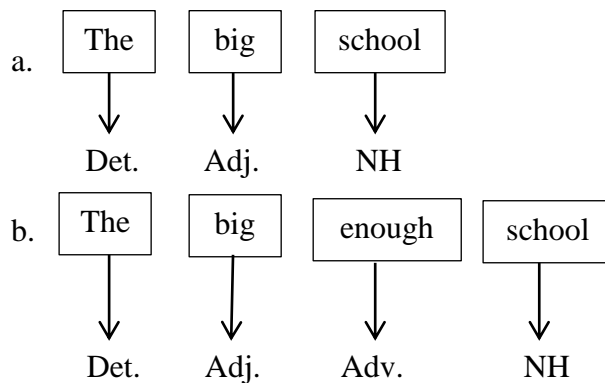
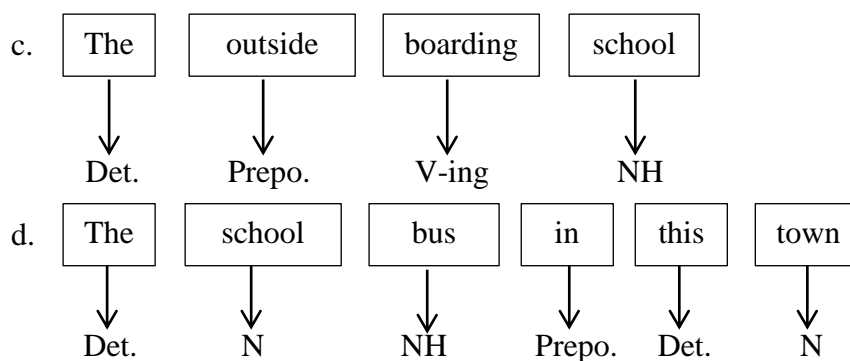


Figure 2 describes that the head noun can be modified with pre and post-modifiers. Pre-modifiers come before the head noun, while post-modifiers come after the head noun. Pre-modifiers include determinatives, adjectives/ adjective phrases, adverbs, prepositions, v-ing/ v-III, and nouns. Determinatives are ordered in the first sequence, then followed by adjectives, adverbs, preposition, v-ing/v-III, and nouns. Further, post-modifiers of noun phrase consist of prepositional phrases and relative clause. Prepositional phrases and relative clause are ordered after the head noun. The examples on the use of pre and post-modifiers are presented below.





### Errors and Mistakes

Error is different from mistake (Chomsky, 1965; Lennon, 2008). Chomsky (1965) stated that ‘error’ relates to learners’ competence in language learning while ‘mistake’ correlates with learners’ performance. Brown (2006) illuminated mistakes occur when learners fail to apply a known system or language rules correctly. Learners have already known the language rules, but because of imperfection in the process of producing speech, such as slips of the tongue, random ungrammaticalities, and other performance lapses, they cause mistakes. Additionally, mistakes can be self-corrected by learners if the speaker shows the deviation. Hence if learners make some mistakes, they can correct their own mistake.

On the other hand, error can be defined as a systematic deviation in which learners do not learn something steadily, so they get wrong (James, 1998; Bahri & Sugeng, 2009; Mulianingsih, 2014). Additionally, Corder (1967) said that error is a systematic deviation from rules in which language is being learned (Gass & Selinker, 2001; Mulianingsih, 2014). In the same way, Dulay et al. (1982) described the term ‘error’ as a systematic deviation from a selected norm or set of norms ( as cited in Khansir, 2012).

Further, Corder argued that learners' errors can occur because of the inconsistency between the changes of learners' competence and the target language (as cited in Lennon, 2008). Moreover, error in language learning is categorized into interlanguage errors and intralanguage errors. Mulianingsih (2014) described interlanguage errors as errors caused by intervention of source language towards target language being learned. For instance, errors on spelling pronunciations such 'athlete' (target language) is pronounced 'atlit' (source language). Then, intralanguage errors indicate the universal characteristics of the language rules such as generalization. In addition, as cited by Brown (2006), mistakes can be self-corrected, but errors can not be corrected directly. Therefore, errors need to be analyzed using 'Error Analysis'.

### **Error Analysis**

Error analysis is a type of linguistic analysis on learners' error (Khansir, 2012). Khansir (2012) illuminated that error analysis will compare the errors occurred in the target language and the target language itself. There are some processes of error analysis. Corder (1974) mentioned five stages for error analysis. They are selecting of a corpus of language, identifying of errors in the corpus, classifying of errors identified, explaining of the psycholinguistic cause of the errors and evaluating (error gravity ranking) of the errors (Lennon, 2008).

The first stage on error analysis is selecting of a corpus language. Lennon (2008) explained that the researcher should select the errors on a language that are going to be analyzed. The errors on a language can be in phonology, morphology, syntax, and lexis. The second stage is identifying the errors. In the second step, the researcher identifies the errors which are found in a corpus of language. Then

after finding the errors, the researcher can categorize the errors. The errors can be categorized into interlanguage and intralanguage errors (Lennon, 2008). After categorizing the errors, the researcher can explain why errors occur on a corpus of language. Lennon (2008) stated that it is difficult to select whether errors occur because of language transfer or not. Lastly, errors are ranked based on formal criteria. This means that judging errors particularly can disturb any rules. In the fact, there is no specific criteria for ranking the errors, but English teachers tend to use formal criteria in ranking the errors (Lennon, 2008). Similarly, Tarigan (1995) illuminated some steps of error analysis in broader scope. There are collecting data, identifying or classifying error, ranking the error, explaining error, predicting the area which is risk by error, and correcting the error.

### **Review of Previous Studies**

The study on noun phrase had been conducted by some researchers. For instance, Mardijono (2004) investigated grammatical errors in proposal of linguistic researches of English Department Students. This study aims to find out the grammatical errors, look for the types of errors, and the frequency of errors made by students in their writing. This study showed that errors in the noun phrase include the errors in the use of determiners, numbers (singular and plural), noun forms, pronouns, and prepositions. Errors on the use of determiners occur because the omission of indefinite article before a singular countable noun such as “...using Chinese film...” (p. 75). This noun phrase should be “...using a Chinese film...”. Then errors occur when definite article is erased from the phrase. For example, “...most of differences...”. This should be added definite article ‘the’ before the word ‘differences’. However, the definite article ‘the’ is not appropriate

if it is used where it should not be used such as “...in the chapter five...” (p. 75). Beside that, students also made errors on the use of determiners every, less and few.

Furthermore, Mardijono (2004) explained that students also made some errors related to numbers. Students made errors in writing plural noun such as students forget to write *-es* to show the noun is plural. Further, the errors also occur in the use of relative pronouns. Students omitted relative pronouns as a subject in a relative clause such as “It is a group of words consists of...”. A relative pronoun ‘which’ should be added before the word ‘consists’ to make this clause correct. Alike with this error, students also made errors in the use of substitution relative pronouns. Students used ‘which’ to substitute a human referent, this causing an error. Students should change ‘which’ into ‘who’ if they want to substitute a human referent. After that, the next errors on the noun phrase lie on the use of prepositions. Errors on the use of prepositions occur as students did not write the preposition in which the preposition is required in the context. Then, students added unnecessary preposition, and they wrote incorrect prepositions.

Moreover, Parkinson and Musgrave (2014) also conducted the research about the development of noun phrase complexity in the writing of English for academic purposes students. This study investigated the academic writing of the international students in the use of noun phrase compared to the expert academic writing. This study involved international students who were preparing for graduate study and had enrolled in graduate study. Parkinson and Musgrave looked for the frequency of the use pre and post-modifiers in noun phrase and the

errors commonly occur in the noun phrase in academic writing. The data revealed that students made errors in the use of adjectives, prenominal nouns, possessive premodifying nouns, prepositional phrases, and relative clause. The errors related to attributive adjectives occur where adverbs are always used instead of adjectives such as “*absolutely* safety” (p. 55). After that, students made errors as they chose to use a plural noun rather than a singular prenominal noun, for instance “*radiations* leaks” (p. 56). Beside that, errors occur when students prefer using a premodifying noun to a postmodifying prepositional phrase in which it would be appropriate. For example, “The explosion of nuclear power plant had caused *cancer incidences*”. The last errors on the use of prenominal noun is that students used a noun rather than another word classes.

The next errors lie on the use of prepositional phrases. Many students were overgeneralisation something in which it can be expressed using a prepositional phrase. For instance, “The world’s energy comes from oil, coal, gas, nuclear, wind or solar. Oil of *them* accounts for 33%.” (p. 57). The italic word should be change into ‘Of these or omitted into oil accounts for...’. Errors also occur because the preposition used is inappropriate. Then when students erased the relativiser, they actually made errors in the use of relative clause as post-modifiers of noun. In addition , there is one interesting thing found by Parkinson and Musgrave. They found that some participial pre-modifiers followed by nouns are found in this study. They noted that there are some repeated participial pre-modifiers in the writings. Those participial pre-modifiers were written in correct way.

In conclusion, this study had found that the errors on the use of noun phrase lie on the use of determinative phrases, adjectives, and nouns. The errors



on the use of determinative phrases occurred on the use of quantifier 'some', articles, pronoun, and cardinal numbers. Further, this study had revealed the errors on the use of determinative phrases in broader scope rather than Mardijono (2004) study. Additionally, this study also showed that adjectives were used with incorrect ways. Many errors on the use of adjectives occurred because adjectives were ordered in incorrect sequence. In contrast, Parkinson and Musgrave (2014) study only showed that adverbs were usually used rather than adjectives in which adjectives are more appropriate. Then, this study also revealed the errors on the use of nouns occurred because of the difficulty in differentiating noun as pre-modifiers and noun as the head noun. Meanwhile, Parkinson and Musgrave (2014) found that errors on the use of noun occurred because students prefer using plural noun rather than singular noun, and they liked to use noun rather than another part of speech. Lastly, Mardijono's (2004) study and Parkinson's and Musgrave's (2014) study had showed the general errors on the use of noun phrase for this study. Therefore, this study had known the errors that probably occur on the use of noun phrase in the beginning.

### **Conceptual Framework**

The researcher describes the error analysis on the use of noun phrase on students' writing through a framework. The framework tells about how noun phrase becomes complex for students' writing. The process of the error analysis is started with the parts of speech in learning English grammar. Parts of speech is divided into open class and closed class categories. Open class includes verbs, nouns, adjectives, and adverbs. Closed class category consists of preposition, determiner, pronoun, and conjunction. Noun is one of word classes that can act as

subject and object. Besides that, noun is called as a complicated word class because it has pre-modifiers and post-modifiers. The modifiers will modify a noun becoming a noun phrase. Then this study only investigates the noun phrase with pre-modifiers as explained in the limitation of the problem. Then, pre-modifiers of noun phrase consist of determinative phrase, adjectives, adverbs, prepositions, participial modifiers, and nouns. Further, based on the data analysis of this study, the errors on the use of noun phrase occurred on the use of determinative phrases, adjectives, and nouns. Then the conceptual framework of this study is presented in Figure 3.

Figure 3. A conceptual framework for Noun Phrase modification

