

**ANALYZING NOUN PHRASE AS AN ENGLISH
READING COMPREHENSIVE STRATEGY :
(Contributing for Understanding English Islamic
Text in English Reading Course of STAIN Kudus)**

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Abstract

Reading comprehension is one of the objectives of English teaching as general English courses in STAIN Kudus. This is in line with the syllabus determined by all of faculties of STAIN Kudus. It states that English which is focus on reading comprehension is oriented to enable students to comprehend English written text. The researcher finds that the students of STAIN Kudus have difficulties in getting the message of the English reading text. They still think Indonesian patterns when they are understanding English text. Structure is one of fundamental building blocks in understanding the English reading text. A text consists of more than one sentence. The first step in understanding a sentence is to locate subject and predicate. Phrase is a group of words that have function as Subject (S), Predicate (P), and Object (O) in the sentence. Therefore, one of the ways to understand a text is mastering how to analyze phrases.

Keywords: *reading comprehension, phrases*

A. Introduction

Reading activities will be less when people do not understand the language used. They will have difficulties to get message that the writer had expressed. Consequently they have to learn not only the national language but also the international language. English is an international language, which is used in many countries as a second language, but in Indonesia it has been considered to be a foreign language.

English is now getting and more importantly perceived. It has been believed as one of the important aspects that are highlighted in providing qualified human resources. People who want to be acquainted with technological and scientific advances have to master this language well since it is much used in science and technology. Many books about them are written in English. Therefore, it has an important role especially in education. The Indonesian government, through the Cultural and Educational Department, has been making efforts to improve the quality of teaching English as the first foreign language at schools.

English is taught at the faculty of Tarbiyah, STAIN Kudus as a foreign language (EFL) class, refers to general English courses offered to all students of non-English Department, termed as *Mata Kuliah Dasar Umum or MKDU (General Basic English Course)*, this class is mandatory for all students of non-English Department. The English classes are not exclusively separated in terms of listening, speaking, reading, or grammar class. Rather, as the researcher found, all language skills are integrated with the focus more on reading comprehension, and supplemented with brief course on grammatical items. To some extent, the general objective of English II as stated in syllabus are:

1. Students can comprehend the content of the English reading text especially in educational and Islamic literature
2. Students can read the English reading text correctly

3. Students can translate the text well
4. Students can retell the content of the text (Syllabus Team, Faculty of Tarbiyah: 2008)

It is simplified that students are expected to be able to understand English reading text especially from the educational and Islamic literatures. It can be concluded that reading is by far the most important of the four skills in English teaching as a foreign language at schools.

It is not easy to really understand the message that the writer put into a text. Not all the meaning in the text actually gets into the readers' mind. Nuttal (1982: 5) said that there are many factors which can make a text difficult to be understood by the reader, they are:

1. The different code between the writer and the reader.
The reader finds a text difficult because he is not familiar with the code in which the writer has expressed it. They have different code in communication. So, one of the prerequisites for satisfactory communication is that writer and reader should share the same code.
2. The lack of the reader's previous knowledge about science.
A text is difficult to the reader who knows nothing about science. Although he will find some of the difficult words in dictionary' it will not help him to understand the definitions. So the reader's previous knowledge is important to understand a text.
3. The complexity of the concepts expressed in the text.
Sometimes the vocabulary used in the text does not seem particularly difficult, but the reader finds that its message eludes him. He has a vague idea what the text is about and he will probably not be able to explain it clearly because of the complexity of the concepts expressed it.
4. The limited of reader's vocabulary
The reader finds a text difficult because his vocabulary is limited. He cannot translate a text into extremely simple English and the message is not challenging intellectually.

The writer agrees that the readers' previous knowledge perceptual strategies for grouping word sequences into phrases will help them to understand the text. It can be treated by giving more English reading texts as their exercises. Vallete (1977: 166) said that structure and vocabulary are the two fundamental building blocks of reading. Ekwall and Shanker (1988: 73) add that reading is the act of interpreting by the reader, what was written by the author. Therefore, the students do not only recognize the meanings of the individual words and expressions, they must also understand the interrelationships among these words. Difficulties occur when the two languages use different syntactical patterns such as word order to express equivalent ideas.

The sentence is the largest units of language (Leech, 1981: 26). It is composed of smaller units that are clauses, phrases, and words. The first step in understanding it is to locate the subject and the predicate. Then the students must be able to identify the roles of modifiers, objects, and phrases. A phrase may consist of one or more words. It is a meaningful group of words having such a function as a subject, predicate, object, adverbial or complement (Freshment, 1997: 28).

B. Definition of Reading

Reading used to be the principal aim of most foreign language courses. The definition of reading itself has different meanings. Many people define reading in many different ways. Each definition does not fit every person's opinion. Since the topic of the writer is related to the concept of reading, she thinks that it is important to describe what reading is. In this chapter, she mentions some definitions from many experts.

Horison and Smith (1980), as quoted by Annury (2004: 11), defined reading as the act of responding with appropriate meaning to printed or written verbal symbols. It means that reading is the result of interaction between the graphic symbols that represent language and the reader's language skills, the cognitive skills and knowledge of the words. In this process, the reader tries to recreate

the meaning intended by the writer.

In addition, Bond (1984: 2) said that reading is the recognition of pointed or written symbols which serve as stimuli to the recall of meanings built up through the reader's past experience. The reading activity needs a process by which people comprehend what they read. The process happens when she/he faces written symbols, she/he looks at them through his/her eyes, then his/her mind will process it.

Besides that, Carell (1984: 12) stated that reading is receptive language process. He adds that it is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructed. Although reading belongs to the receptive skills than the productive skills such as speaking and writing, the writer thinks that the students need not remain passive and only wait and receive some items from the teacher because there is an intellectual energy to be expanded. There is an essential interaction between language and thought in reading. Therefore, it can be concluded that the writer encodes thought as language and the reader decodes language to thought.

To compile the explanation above, Nuttal (1988: 5) stated that reading means getting out of the text as nearly as possible the message that the writer put into it. It needs a process of recognizing and analyzing words and understanding words and ideas. Therefore, the principles and the objectives of teaching reading must be known by all of the English teachers.

1. Principles of Teaching Reading

The term principles of teaching reading are those basic rules which constitute the theoretical framework out of which all practices are evolved. The principles do not spell out the best procedures or practices for particular situation. However, when one accepts a set of principles he will be inconsistent if he uses practices which violate the principles. Heilman (1964: 2) states that principles are necessarily stated in broad and general terms, but if we are to understand their meaning they should never be

vague or nebulous. He adds there are many principles of teaching reading, among others are as follows:

- a) Learning to read is a complicated process and is sensitive to a variety of pressures. Too much pressure or the wrong kind of pressure may result in non-learning.
- b) Learning to read is an individual process
- c) Proper reading instruction depends on the diagnosis of each child's weaknesses and needs.
- d) The best diagnosis is useless. It is used as a blueprint for instruction.
- e) No child should be expected or forced to read material which at the moment he is incapable of reading.
- f) Reading is a process of getting meaning from printed word symbols. It is not merely a process of making conventionalized noises associated with this symbols.
- g) Any given technique, practice, or procedure is likely to work better with some children than with the others. Hence, the teacher of reading must have variety of approaches.
- h) The concept of readiness should be extended upward to all grades.
- i) Early in the learning process the child must acquire ways of gaining independence in identifying words whose meanings are known to him but which are unknown to him as sight words.
- j) Children should not be in the classroom if they have emotional problems sufficiently serious to make them uneducable at the moment or if they interfere with or disrupt the learning process.
- k) Emphasis should be on prevention rather than cure. Reading problems should be detected early and corrected before they deteriorate into failure -frustration-reaction cases.

2. Objectives of Teaching Reading

Heilman (1964: 93) defines that the objectives of teaching reading are to structure experiences so that the child feels accepted

and develops desirable attitudes toward reading and toward self; to provide for group participation, development of verbal facility, listening ability, and auditory and visual discrimination; to teach left-to-right sequence; and to encourage contact with books, stories, and pictures.

Despite the fact that these activities are very appropriate in the reading readiness program, it is apparent that the teacher must not neglect any of these goals when instruction in reading becomes more formal (Heilman, 1964: 93). In addition, the teacher will concern herself with other specific objectives:

- a) Arouse and sustain interest in reading
- b) Expand sight recognition vocabulary
- c) Help the child develop means of working out of unknown words, using all clues available, such as pictures, configuration of words, context, and structural and phonic analysis
- d) Provide practice in both silent and oral reading
- e) Stress that reading is getting meaning
- f) Provide experiences for developing and extending concepts
- g) Help the child develop smoothness in the mechanic reading, such as heeding punctuation, reducing the number of regressions, reading with expression, and using correct pronunciation.
- h) Encourage the development of independent work habits
- i) Provide individual instruction when needed, based on continuous diagnosis
- j) Keep goals and procedures flexible for individual children

Actually, not all the meaning in the text gets into the reader's mind. The fact that the meaning is in the text is unfortunately no guarantee that the reader will get it out. Sometimes a text seems easy to one person or it may seem difficult to another. So, the same text may be processed differently by different readers, depending on their prior knowledge and their knowledge of the target language.

According to Murcia and Olshtain's (2000: 119), in the

process of trying to understand a written text, the reader has to perform a number of simultaneous tasks, among them are:

- a) Decoding the message by recognizing the written signs
- b) Interpreting the message by assigning meaning to the string of words
- c) Understanding what the author's intention

In this process, there are at least three participants, they are: the writer, the text, and the reader. The writer may be distant in time and space from the particular reader of the text and from the act of reading. Nonetheless, it was at the time of writing that the author produced the text with the intention of transmitting a message to a potential reader and therefore the dialog between reader and writer via the text can take place at any time after that. It means that reading is inherently interactive, involving the three participants.

In brief, I support Ekwall that reading is a process of recognizing and analyzing words and understanding words and ideas. I may say that reading is a process of transferring a message that the writer expressed to the reader. It can be information, facts, ideas, or others.

C. Reading Comprehension

Heilman (1981: 242) stated that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. However, Haris (1981: 479) defined comprehension ability as a set of generalized knowledge acquisition skills which permit people to acquire and exhibit information gained as a consequence of reading printed language. In addition, Durkin (1981: 40) defines reading comprehension instruction as "Something a teacher does, that ought to help children acquire the ability to understand or work out the meaning of connected text. He adds that such a model for the classroom teacher is particularly important for comprehension instruction because it is more complex than decoding instruction.

Kustaryo (1988: 11-12) stated that reading with

comprehension means understanding what has been read. It is as active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge.

Since almost any set of thoughts or ideas can be written and given to someone to decode and comprehend, comprehension involves almost every type of understanding or thinking. Carrell (1990: 40) emphasized the close relationship between language skills and reading comprehension. He notes that students who do well on comprehension questions for passages presented orally also tend to do well on comprehension questions for printed passages. It appears that the same reasoning processes are used to understand what we read as well as what we hear.

From all those definitions it can be clearly stated that some people agree to say that understanding is the main element in reading comprehension although some of them are not explicitly stated. Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words extracting and constructing to emphasize both the importance and the insufficiency of the text is as a determinant of reading comprehension. Comprehension entails three elements:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part.

In considering the reader, he must include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

1. Components of Reading

Based on the idea that comprehension is a multifaceted process affected by a variety of skills, a study by Davis, as quoted by Heilman is generally regarded as the significant attempt to delineate separate comprehension skills. His analysis shows some components of reading comprehension (Heilman; 1981: 241).

Among others are:

- a) Recalling word meanings
- b) Drawing inferences from content
- c) Following the structure of a passage
- d) Recognizing a writer's purpose, attitude, tone, and mood
- e) Finding answer to questions answered explicitly or in paraphrase

2. *Levels of Comprehension*

By knowing the levels of comprehension, the writer expected to be able to find out the weaknesses of the readers, hopefully it will help both teachers and learners to minimize them. Based on Heilman, (1981: 246), there are three levels of comprehension namely:

- a) Literal Comprehension
Understanding the ideas and impression explicitly stated in the passage
- b) Interpretative Comprehension
- c) Understanding the ideas and information not explicitly stated in the passage
 - a) Critical Comprehension meaning a word can have on its own
 - b) Propositional Meaning : the meaning a sentence can have on its own
 - c) Contextual Meaning : the meaning a sentence can have only when in context
 - d) Pragmatic Meaning : the meaning a sentence has only as part as of the interaction between writer and reader
 - e) Conceptual Meaning : the analyzing, evaluation and personally reacting to information presented in the passage

In addition, Nuttal (1988: 80) stated that the

comprehension at a text involves understanding different kinds of meaning at the same time. He divided it into four kinds, they are:

3. *Causes of Comprehension Failure*

Based on the writer's experience, she found that the causes of comprehension failure in teaching reading at Tarbiyah department of STAIN Kudus is the limited knowledge vocabulary and sentence structure of the students. They are also difficult to identify which one are sentences, clauses, phrases and words. But Carrell (1990: 46) divided causes of failure into four, among them are:

a) *In Appropriate Units*

Students may fail because they do not read in unit appropriate to their purpose. Students who cannot process units best suited to the purpose may experience difficulties in comprehension. For example: word-by-word readers may not be able to comprehend the relationship between different parts of a sentence; whereas, students who group words into phrases will.

Carrell's research found that four readers, who did not organize material into phrases, did better on comprehension measures when the reading material was organized into phrases for them.

b) *Skill deficit*

Student may have comprehension problems because they lack various skills needed to comprehend a passage: inference, summarization, simplification, etc. Student who lack these skills entirely, or possess them as oral language skills but do not apply them when reading will have comprehension problems.

c) *Inadequate Knowledge Base*

Students may have difficulties in comprehension because they lack an adequate knowledge base. If the syntactic or semantic load of a passage too great, students are likely to have difficulty.

d) *Strategic Knowledge Deficit*

Above-average readers were substantially more aware that difficult vocabulary and disorganized passages contributed to passage difficulty than learning disabled students. If students are not alerted to their own difficulties in reading and comprehending a text, comprehension will clearly suffer.

e) *Decoding Deficit*

Students with serious decoding problems will be precluded from comprehending a passage. They will misidentify too many words or read so slowly they forget what they have just read.

From that explanation, we can see that comprehension failure will occur when students cannot process printed material in units appropriate for their purpose, when they lack necessary skills for interpreting printed message, when they do not have an adequate knowledge base for evaluating their interpretation of a printed message, or when they decode so poorly they cannot identify the words correctly or rapidly enough.

4. *The Development of Reading Comprehension*

Robert L. Zorn (1980: 71) gave steps to develop outstanding comprehension skills. *First*, it is an absolute prerequisite to intensive mental impressions. Impressions from the printed page are the essence of comprehension. In fact, the intensity of the original impression is proportionate to the attention given to the item to be remembered. *The next factors*, is interest. It is very important. If we are deeply interested in the content of a selection we probably will not have to concern ourselves as about giving attention or about recalling the author's ideas later. *The third point* in improving comprehension is purpose. Our purpose in reading plays an important part in the amount of comprehension we receive and retain. *The fourth point* on the road to better comprehension is concentration. It is the purpose of holding our attention long enough to establish the vivid impressions which contribute so much to recall abilities. Association is another great factor in recall

and comprehension. A natural, rational association of ideas is a very useful way to fix ideas in one's mind for later retention or recall. Repetition is another technique that improves comprehension. All other things being equal, the intensity of an impression can be increased by repeatedly reviewing it. Distributed practice is highly effective in improving comprehension when it is properly coupled with repetition. Use of several different senses provides a multitude of avenue to improving your memory and comprehension skills.

Difference with Bond, Wisconsin educational communications board (2006) said about the strategies and objectives of reading comprehension. They are:

1. Prior knowledge

Readers activate what they currently understand or misunderstand about the topic and use this knowledge before, during, and after reading to clarify misconceptions and understand the text. Overall Learning Objective is the student will be able to use prior knowledge to help comprehend text and solve problems across the curriculum.

2. Making connections

Readers relate what they read to personal experiences (text-to-self), to information from other text (text-to-text), and to information about the world (text-to-world) in order to enhance understanding of self, text, and life. Overall Learning Objective is the student will be able to make text-to-text, text-to-self and text-to-world connections to help comprehend text and solve problems across the curriculum.

3. Questioning

Readers ask questions about the text and the author's intentions and seek information to clarify and extend their thinking before, during and after reading. Overall Learning Objective is the student will be able to generate questions to aid comprehension of text, seek information and solve problems across the curriculum.

4. Visualizing

Readers create images in their minds that reflect or

represent the ideas in the text. These images may include any of the five senses and serve to enhance understanding of the text. Overall Learning Objective is the student will be able to use visualization to help comprehend text and solve problems across the curriculum.

5. Inferring

Readers think about and search the text, and sometimes use personal knowledge to construct meaning beyond what is literally stated. Overall Learning Objective is the student will be able to infer meaning from what was read to help comprehend text and solve problems across the curriculum.

6. Summarizing

Readers identify key elements and condense important information into their own words during and after reading to solidify meaning. Overall Learning Objective is the student will be able to summarize what was read to help comprehend text and solve problems across the curriculum.

7. Evaluating

Readers judge, justify, and/or defend understandings to determine importance based on stated criteria. Overall Learning Objective is the student will be able to evaluate what was read to help comprehend text and solve problems across the curriculum.

8. Synthesizing

Readers create original insights, perspectives and understandings by reflecting on text(s) and merging elements from text and existing schema. Overall Learning Objective is the student will be able to synthesize what was read to help comprehend text and solve problems across the curriculum

9. Strategies together

Readers combine strategies as needed to come to a fuller understanding of text. Strategies interact with each other,

overlap, and are recursive. They are not “stand alones.”

Based on my experience, many students of STAIN Kudus have difficulties in understanding English text because they lack vocabulary. They did not try to find out a difficult word in their dictionary. They just depend to what their teacher taught at school.

The writer thinks that in studying difficult material for the first time or in reviewing for exams, just reading is not enough. She needs to do more than cover the pages in the usual way for example:

- a) Writing the subject matter down in outline form
- b) Making a summary or compile an organized list
- c) Saying it aloud
- d) Underlining the important passages
- e) Writing notes on the margin of the book
- f) Drawing diagrams or sketches to illustrate it
- g) Making up a test of our own on the material
- h) Taking the test that we have made

5. Factors Affecting Achievement in Reading Comprehension

Athey as quoted by Alexander (1988: 4) has identified several affective factors that are related to reading achievement. These factors include self concept, autonomy, environmental mastery, perception of reality and anxiety.

Self-concept (Alexander, 1988: 4) can be regarded as self-confidence, liking oneself and a feeling of appreciation by others. When a child feels that he is not competent because of other children's and teachers' behaviors, he may give up and became disruptive force in the classroom. In such situation, reading achievement may stay at low level since the child cannot or will not concentrate on the task.

Another factor that is still considered to have an influence on reading achievement is autonomy (Alexander, 1988: 4). It refers to independence in thought and action. Children with the independence tend to possesses the ability to:

1. Complete tasks they understand without disturbing the teacher every minute with a question;
2. Follow a series of task directions one after the other instead of completing one task and getting side tracked;
3. Plan themselves rather than waiting to hold what to do

Still another factor that has been identified as one of the affective factors is *environmental mastery* (Alexander, 1988: 4). When a child has mastered his environment, he is satisfied that he can affect what happens to him. He has some control over his own fate. The child who has a limited environmental mastery will probably read less well than a child who appropriately masters his environment.

Perception of reality (Alexander, 1988: 5) is also one of the affective factors. A child perceives reality when he sees himself accurately as an individual and as a person who is relating to his setting. Poor readers appear to be less realistic than good readers in estimating themselves as readers.

The last factor is *anxiety* (Alexander, 1988: 5). Many students are anxious when confronted with a test situation. Students experience comparable reactions to anxiety when approaching reading tasks; anxiety may exhibit pulse processing or anxiety may enhance it. The role of anxiety in learning to read remains inconclusive because students' reactions so much and since different levels of anxiety produce different responses even in one student.

D. Analyzing Phrases

Ekwall (1988: 73) said that reading is the act of interpreting by the reader, what was written by the author. It means that a reader needs a process of recognizing words as well as of understanding words and ideas. Therefore, he needs word-analysis skills. In understanding ideas, we should identify sentences, clauses, noun phrases and words first. One of the skills is analyzing the structure of the sentences, for example how the clause, phrases, or words put together and how they work. A sentence of English can be formed

by joining a noun phrase (NP) with a verb (VP). A noun phrase may be formed by joining a determiner (Det) with a noun (N). A verb phrase may consist of a transitive verb (TV) followed by a direct object noun phrase.

Gerot and Wignel (1995: 140) defined a phrase as a group of words and, like everything else in grammar; relationships between and among words in the group are structured. It is basically an extension of a word. It consists of a headword plus any modification to that word. The basic structure is like the following:

$$\left(\left\{ M^n \right\} H \left\{ M^n \right\} \right)$$

M = Modifier

H = Head

n = Number of modifier

The superscript 'n' means that there can be one or more than one modifier (M). These phrases must have a head (H), but the modifiers are optional ({}). In a sentence may have two kinds of modifiers namely Pre-modifiers: those which precede the head, while Post-modifiers: those which follow the head.

According to Murcia and Olshtain's (2000: 119), in the process of trying to understand a written text, the reader has to perform a number of simultaneous tasks, among them are:

- a) Decoding the message by recognizing the written signs
- b) Interpreting the message by assigning meaning to the string of words
- c) Understanding what the author's intention

Some teachers of English reading course in STAIN Kudus use English for Islamic Studies book which written by Djamaluddin Darwis, M.A. That book consists of Islamic reading text about prophet Muhammad (pbuh), sources of Islamic books. In this research, I only discussed noun phrase because the structure and the function of that phrase is most interesting in education, particularly in written discourse

Based on Gerot and Wignel (1995: 141), a noun phrase is a group of words which has a noun as its head word and includes all additional information related to that noun. In addition,

Thompson (1996: 179) gives another definition that the nominal group is the grammatical unit which allows the widest range of meanings to be expressed, not least because of the embedding. It can be simply defined that it is regarded as expanded nouns, as in the following example:

1. ^N
Water is cold

2. ^{NP}
The water in the bath is cold

The word “water” in the first sentence and “the water in the bath” in the second sentence are both operating at the same rank, and it is conventional to refer to both of them as noun phrase, despite the fact that water is one word.

In the clause, noun phrases can act as subject (S), as object (O), or as complement (C), for example

1. $\left[\begin{matrix} S \\ R \end{matrix} (The\ house)^P (was)^C (quite\ empty) \right]$ NP = S
2. $\left[\begin{matrix} S \\ R \end{matrix} (w)^P (have\ bought)^O (the\ house) \right]$ NP = O
3. $\left[\begin{matrix} S \\ R \end{matrix} (This)^P (must\ b)^C (the\ house) \right]$ NP = C

It can be seen that in every sentence, there is a subject, predicate, and object or complement. A phrase that has a function as a subject, object or complement is a noun phrase.

The Structure of Noun Phrase

Like words, phrases can be classified partly by their external function and partly by their internal form. It means that the structure of the phrase is made up of words and other constituents. Typically, in a phrase composed of head and modifiers, pre-modifiers tend to be single words and post modifiers tend to be phrases or clauses

The structure of noun phrase consists of head, pre-modifier and some time post modifier. The head of a noun phrase may be a noun or pronoun. A noun phrase may consist of only one word. That word will be either a noun or a pronoun. According to Leech,

Deuchar and Hougenraad (1981: 61), the head of a noun phrase may be:

- A noun : (the ^H book), (dear ^H Reza)
- A pronoun : (^H It), (^H herself), (^H everyone (in the street))
- An adjective (less usually): (the ^H absurd),
- An enumerator : (all ^H fifteen) or a genitive phrase (^H (John's))

In addition, Mc Manis, Stolen Werk and Zheng-Sheng (1988: 171) added that a noun phrase might just consist of a proper name (e.g. the name of person, place, city, country), a plural noun (e.g. elephants, leaves) or a noun referring to a substance (e.g. gasoline).

Halliday (1994: 189) said that the head of noun phrase is the semantic core of the nominal group. It may be expressed by a pronoun, a proper name or a common noun. Proper names and pronouns rarely need any further specification, since they refer to unique thing, and therefore usually appear with no pre-or post modifier. Therefore, Gerot and Wignel say that a noun phrase can consist of a Thing.

Besides of head, another word in a noun phrase is modifier. It is divided into two modifiers, namely pre-modifies and post modifier. Pre modifier takes place before the head. Post modifier takes place after noun phrase. The function of modifier is to modify the head of a noun phrase. The following paragraph shows a sample of the range of possible structures, the analyses are given below:

The word Islam, which is derived from Arabic, means to accept, to follow and to obey. In other words, Islam is following God, the Master. God is our Creator and Master. Our success in lives relies fully on following the Master. Therefore, we must all obey His commands, either in words or in deed. (Adapted from English for Islamic Studies by Darwis, 2001: 30)

Table I
Analysis of Noun Phrase Structure

The word	Islam	which is derived from Arabic
other	words	
	Islam	
	God	
the	Master	
our	success	
	we	either in words or in deed.
His	commands	
Pre-modifier	Headword	Post-modifier

From table 1, we can see that the head consists of one word. Pre-modifier and post modifier consist of more than one word. They describe or modify the headword.

According to Leech, Deuchar, and Hougenraad (1981: 62-63), the pre-modifier of a noun phrase may be:

- Determiner : (^M *the religion*), (^M *a study*), etc
- Enumerator :
(^M *two approaches*), (^M *second competition*), etc
- Adjectives :
(^M *qualitative approach*), (^M *moral behaviour*), etc
- Nouns :
(^M *religion founder*), (^M *Mosque foundation*), etc
- Genitive Phrase :
(^M *(someone else's) problems*), etc

The post modifiers of a noun phrase may be:

- Prepositional Phrase :
(*the – recitatin_P^M (♠ – the – quran)*)
- Relative Clause :
(*a – person^M [which – I – respect]*)

E. Conclusion

One of the ways to comprehend Islamic English text is by analyzing phrases because it is more be easier by students to understand it. Although analyzing phrases is not the only way to improve the achievement of reading comprehension, it should be considered in improving the teaching of English. In this regards, students should be encouraged t practice their analyzing phrases.

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