A SYNTACTIC ANALYSIS OF THE ENGLISH NOUN PHRASE (A STUDY AT THE FIFTH SEMESTER OF ENGLISH DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITY OF MUHAMMADIYAH MAKASSAR)

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Abstract

This study was intended to find out: (1) the students' ability to construct the English Noun Phrase; (2) the causes of inaccuracy to construct English Noun Phrase. This study applied descriptive design. The samples of this study consisted of 40 students of the fifth semester of English Department. The data of this study were collected through the test. The data were analyzed by using descriptive statistics. Depending on the statistical results, the findings revealed that the students used 32 forming patterns of Noun Phrase which were covered in accuracy and inaccuracy construction. Those kinds of Noun Phrase patterns were identifier, adjective, noun modifier, quantifier, preposition phrase, participle clause, using conjunctions, and indefinite clause that all of the patterns were headed by Noun. The higher percentage of students' accuracy to construct Noun Phrase was the pattern of identifier+Head, i.e., 27.4% meanwhile the higher percentage of students' inaccuracy to construct Noun Phrase was the pattern of quantifier+Head, i.e., 17.6%. Besides, it is found that the causes of inaccuracy which are made by students in constructing Noun Phrase were classified into 11 categories, i.e., misused of identifier, misused of quantifier, misused of noun, omission of identifier, misordering, misused of plural, misused of singular, misformation, misused of word choice, omission of relative pronoun, and misused of adjective. The higher percentage of inaccuracy in constructing noun phrase was misused of singular, i.e., 17.4%.

Keywords: Syntactic Analysis and English noun phrase

1. INTRODUCTION

The English syntax is one of the important subjects that the students need to understand in language studies. Syntax is a part of structural linguistics. A mastery of syntax makes the students capable to speak and write English accurately. Its areas cover the English phrases and clauses. The English phrases have various divisions, such as Noun Phrase (NP), Verb Phrase (VP), Adjective Phrase (Adj P), Adverb Phrase (Adv P), and Prepositional Phrase (Prep P) (Ba'dulu, 2008: 40).

Syntax is frequently considered as a mathematic subject because it contains analyses. The well-known analyses are bracketed, immediate constituent, and tree diagram analyses. Each of these analyses has definite use to make the students understand for identifying and classifying the syntactic categories with their functions. Thus, the subject requires knowledge and skills. It is not an easy job, but it copes with a linguistic knowledge and language skills.

The entry behaviours of syntax are grammar (the grammatical units) and morphology (the word classes). The students' problem to acquire this subject is found unless they have got good command of the given behaviours. Then, in getting a good command of the English clauses, they need to know the phrases as the basic knowledge and skills because each function is a clause construction must be filled by a definite phrase category. Therefore, the research is necessary to be conducted to the English phrase-level in order that the basic problem for syntax that can be anticipated in a further instructional material.

Ontologically, the material objects are shown through the English phrases, consisting NP, VP, Adj P, Adv P, and Prep P. Epistemologically, the data are gathered from the fifth semester students of English Department of Faculty of Teacher Training and Education of the University of Muhammadiyah Makassar. By axiology, the

syntactic evidence of the English phrase types should be constructed. Based on this way, the planning and other efforts to make renewal for any instruction can be triggered for the sake of the students' language progress.

2. LITERATURE REVIEW

Noun Phrase

A noun is a word used for naming a thing (table, book, radio), a person (John, Diana, La Mappa), a place (Makassar, Bali, London), and an idea (happiness, freedom, beauty). Nouns have classes, such as common and proper nouns, concrete and abstract nouns, and countable and uncountable nouns (Basri D, 2008: 1).

A phrase, according to Elson and Pickett (1963: 73) is a unit composed of two or more words potentially, which does not have the characteristic of a clause. According to Cook (1969: 65), a phrase is a unit of grammar, a construction in which the constituent is a potential sentence base, and in which the constituent are the subject, predicate, object, and adjunct that combine to form the base; and a sentence. In addition, Cook (1968: 39) states that a phrase is a grammatical unit, a construction in which constitute is any utterance with final intonation contour, and the constituents are the clauses, connecting particles, and intonation patterns.

Ba'dulu (2008: 41) states that noun phrase is a word group with noun as its head. A noun phrase may consist of determiner slot filled by an article, a possessive pronoun, a numeral, or a demonstrative, and a head slot filled by a noun.

According to Jackson (1985), the English noun phrase (NP) is potentially constructed by a pre-modifier, a head, and a post-modifier. The clause 'Many people will build a school building in my country' contains two NPs that function as a subject (Many people) and an object (a school building). A syntactic analysis of the phrase 'Many people' and 'a school building in my country' covers 'Many people' (NP); Many (quantifier) + people (H), and then 'a school building in my country' (NP); a (id) school (noun-M) building (H) in my country

(Prep P); in (prep) my country (NP); my (id) country (H).

The Structure of Noun Phrase

A noun phrase is a word group with noun as its head. A noun phrase may consist of determiner which has functions as the modifiers and a noun which is the head groups, e.g., *a man, the students, his book, their father, one book, many students, that book.* A noun phrase may also consist of determiner, an adjective, or a noun as modifier, and a noun as a head, e.g., *a clever student, the young man, the good character, the table's leg, many diligent workers, the good island, the pretty woman, some intelligent person.*

The structure of noun phrase consists of:

a. Pre-modifiers in noun phrase

Pre-modifiers in noun phrase consist of a number of classes or sub-classes in a specific order. A modifier can be an *identifier, numeral/quantifier, adjective, or a noun modifier* (Jackson, 1982: 67).

1) Identifiers as pre-modifiers

The class of identifier includes articles (i.e., a, an, and the), demonstrative (i.e., this, that), and possessive (i.e., my, your, their, his, her, our, and its). Examples of identifiers in noun phrases are as follows:

Articles	Demonstratives	Possessives
a chair	*This* house	*My* house
the table	*That* car	*Your* father
		Their hands
		Our money
		His shoes

2) Numerals/quantifiers as pre-modifiers

Numerals/quantifiers are classified into definite and indefinite quantifiers. Definite quantifiers include cardinal numbers, i.e., *one, two, three, four, five,* and so on; and ordinal numbers, i.e., *first, second, third, fourth, fifth,* and so on. Indefinite quantifiers include such words as *few, many, several,* etc. Examples of quantifiers in noun phrases as follows:

1. Definite quantifiers

Cardinal Numbers	Ordinal Numbers
One chair	*First* chair
Two houses	*Second* house
Three table	*Third* table
Four cars	*Fourth* car
Five cars	

2. Indefinite quantifiers

Indefinite Quantifiers
Few house
Many tables
Some cars
Several cars

In English noun phrases, more than quantifiers may once occur although there is a restricted number of a combination. The combinations could be *one ordinal* and *one cardinal* or *one ordinal* and *one indefinite quantifier*.

Combination of Quantifiers	Noun Phrases
One ordinal and one cardinal	*First five* chair
One ordinal and one indefinite quantifier	*First few* cars

If such combination above occurs in English, the sequences must be *ordinal + cardinal* or *+ indefinite/quantifier*. So, *first five* chairs cannot be *five first* chairs, and *first few* cars cannot be *few first* cars.

3) Adjective as pre-modifiers

An adjective is a word or a term used to modify a noun headword in a noun phrase. Examples of adjectives in noun phrases are as follows:

Adjectives	Noun Phrases
Big	*Big* house
Small	*Small* room
Good	*Good* table
Bad	*Bad* chair
Sweet	*Sweet* melon

(Ba'dulu, 2008: 21)

4) Noun as modifiers

Between adjectives and headword usually comes a noun modifier. Thus, a noun may function not only as the head of a noun phrase, but also as a modifier in the phrase. For example: *bamboo* bridge, *rubber* boat, *iron* chair, *city* policeman. In English, nouns are found as pre-modifiers. It is unusual, however, for more than one noun modifier to occur in a phrase.

A noun phrase may consist of one headword preceded by two or more modifiers of the same or of different word classes. Several adjectives or none at all, may occur in a noun phrase. When a number of adjectives do occur, there appear to be some principles of ordering at work. For examples:

Grammatical	*Small brown* table
Deviant	*Brown small* table

Native speakers of English regard the noun phrase of *small brown* table as grammatical, but *brown small* table as a deviant. This means that, if more than one adjective occurs in noun phrase, the one that refers to *size* (e.g., *small*) precedes the other one that refers to *colour* (e.g., *brown*). So, the sequence like *small white car* cannot to be *white small car*.

Two or more modifiers of different word classes may come before a noun headword. When this happen in English, the sequence of modifier must follow the following rule:

> "*Limiting adjective/determiner, descriptive adjective, size, shape, age, color, origin (nationality), substance, present/past participle, noun denominal + noun headword.*" (Quirk, 1988: 77)

The order above means that when an adjective size (e.g., small) and an adjective of shape (e.g., triangular) occur at a once to modify a noun, the order must be size + shape + noun headword. So, such a group as small triangular table cannot be triangular small table. Other examples are as follows:

Size	Shape	Age	Color	Noun	Noun Phrase
Small	Triangular	Old	White	Table	Small triangular old white table
Big	Triangular			Table	Big triangular table
Big		old		Table	Big old table
	Triangular		White	Table	Triangular white table
Small			White	Table	Small white table
Big			White	Table	Big white table

(Ba'dulu, 2008: 50)

b. Head in noun phrase

According to Jackson (1982: 67), the most usual kind of head of a noun phrase is a noun, such as car. Alternatively, the head may be a pronoun of some kind, very commonly a personal pronoun. For example: <u>He</u> is there. Other kinds of pronoun functioning as head of a noun phrase include: indefinite pronoun, example: <u>someone</u> called. Possessive pronoun, example: <u>mine</u> are green. Demonstrative pronoun, example: <u>this</u> beasts everything.

When a pronoun functions as head of a noun phrase, it usually occurs without any kind of modification; pre-modification is virtually impossible for pronouns, though post-modification may occasionally be found.

c. Post-modifiers in noun phrase

Post-modifiers in noun phrase can found in single word, word group or phrase, or clause. Thus, in noun phrases, we can have single word post-modifier, word group/phrasal post-modifiers, and clause post-modifiers. Single word post-modifiers can be adverbs or adjectives; phrasal post-modifiers consist of prepositional phrases, and clauses post-modifiers consist of relative clauses and non-finite clauses (Jackson, 1982: 69).

1) Single word post-modifiers

As the same suggest, single word post-modifiers consist of only one word. They can be adjectives or adverbs.
Examples:
a) Adverb as post-modifiers
An adverb as post-modifiers can be a reduction of a prepositional phrase, such as: *the room above us, the man before this one, etc.* In fact, English uses single-word adverbs as post-modifiers.

b) Adjective as post-modifiers
An adjective in post modification is found usually with indefinite pronouns as head; these cannot be pre-modifiers by adjectives. For example: somebody brave, something strange. Based on these examples, we may say that both English uses adjectives as post-modifiers.

2) Prepositional phrases as post-modifiers

A prepositional phrase is a phrase, which is in some way preceded by a preposition, such as *in the room, on the table, at the office, next door, etc.* A prepositional phrase is formed with a preposition plus a noun phrase, a prepositional phrase gives information about places or describes the headword. For example: (a) the pen *on the table*, (b) the building *in front of my house,* and (c) the man *with glasses*. The italic parts in (a) and (b) are prepositional phrases. They are parts of the noun phrase, that is, post-modifiers that tell about place. Meanwhile in part (C), it is also a proportional phrase which does not tell about place, but describes the headword.

3) Clauses as post-modifiers

As the same suggest, a clauses post-modifiers is a post-modifier in a clause form. It can be a relative clause or a non-finite clause.
a) Relative clauses (finite clauses) as post-modifiers
In their uses, relative clauses are restricted by either person: first, second, third person; number: singular or plural; or the tenses of speaking past, present, etc. Since they are restricted, relative clauses are also called finite clauses. For example:

- The teacher *who teaches me English*.
- The clothes *which are in the library*.
- The man that *gave you an invitation yesterday*.

b) Non-finite clauses as post-modifiers
   Non-finite clauses are clauses which in their use are not restricted neither by person: first, second, and the third person; number: singular and plural; nor by the tenses of speaking: past tense, present, etc. In English, non-finite clauses can be preceded by infinitive and called infinitive clauses, present participle and called present participle clauses, and the past participle called past participle clauses. For examples:
   Infinitive clause:
   > *The students to be watched during the examination*

   Present participle clause:
   > *The man standing over there*

   Past participle clause:
   > *The invitation given to me*

Types of Phrase

a. Exocentric Phrases

According to Cook in Ba'dulu (2008: 40), an exocentric phrase has two tagmemes: (1) the relater slot filled by a preposition and (2) the axis slot filled by noun or noun phrase.

The full word or 'quant' is a qualifier that is a kind of determiner to indicate a numeral item, such as two, second, many, much, a few, and some and that of 'H; is head. The head of NP is a noun, and this head-noun makes a NP distinctive from the other phrase in English. The full of 'id' is identifier. An identifier includes definite and indefinite articles (a/an, the, that, these, those). A noun-M (a noun modifier) is a word, having a noun class that functions to modify a head-noun. It is one of the pre-modifiers of a NP.

Indefinite articles, possessive, and demonstratives are the so-called determines. Herndon (1985: 67) states that the workings of the determiners class of function words are described in some detail under the form class which they appear. The most commonly used members of this category are *the, a, an,* and *some*. Such words have been defined as those having little of no lexical meaning. They are categorized as function words.

b. Endocentric Phrases

1) Modifier-Head or Attributive Phrase

A modifier-head phrase is a phrase consisting of only one head word. The head word may be noun, a verb, an adjective, or an adverb. The name of modifier-head phrase is determined by its head. If the head is a noun, it is called noun phrase; if the head word is a verb, it is called a verb phrase; if the head word is an adjective, it is called an adjective phrase, and if the head word is an adverb, it is called an adverb phrase (Cook, 1969: 95).

2) Multiple Head Phrase

Cook (1969) states that a multiple head phrase is a phrase having one head words. The head may be single words or phrases. If the heads have the same referent, the phrase is called an appositive phrase; and if the heads have not the same referent, the phrase is called a coordinate phrase.

Phrases as the Basic Constituents in Clauses

A rule of grammar is a generalization. It is a formula that one makes to account for how a given grammatical construction usually behaves. However, this guide is to study the formula and sample sentences, and then to practice exercise at the end each section of testing English as a foreign language (Pyle and Munoz, 1986: 39).

The English sentences consist of syntactic constituents, let say, the phrase. For example, in a sentence (an independent clause) 'Many people' (NP), 'will build' (VP), and 'a school building' (NP). The syntactic structure of this sentence is SPO (subject, Predicate, and Object). The first NP functions as a subject and the second one functions as an object. Thus, a VP always fills in a predicate a sentence or a clause.

In this connection, Jackson (1985: 83) elaborates the structure of clause and specifies the obligatory elements contained in seven basic clause types. He clarifies the five possible function that phrase may fill in the English clause structure, i.e., subject, verb, object, complement, and adjunct (abbreviated S, V, O, C, A). For a particular aim, however, the symbol phrase is a used for substituting the V in this study. Thus, the same aim is written as S, P, O, C, A (subject, predicate, object, complement, and adjunct). These five functions are filled in by the categories or types. They are noun phrase (NP), verb phrase (VP), adjective phrase (Adj. P), adverb phrase (Adv. P), and prepositional phrase (Prep. P).

Bell (1987: 19) points out that the linguist sees a language as form, namely sounds or letters and their combination into larger units, such as words, sentences, and so forth. This is the problem of syntax in a language form. According to Harrison (1987: 5), syntax is the one dealing with the way in which words are put together to express thoughts or ideas sensibly.

Brown and Miller (1986: 22) exemplify that 'The dog frightened the child' is a sentence. At an intuitive level the dog, frightened and the child appear relevant constituents in a way that string like frightened the or dog frightened do not. The word 'string' is supposed to be use as a neutral term to refer to any sequence of constituents. The word the dog or frightened the child or indeed the whole of sentence as string without a commitment as their status as constituents or any identification or the dog and the child seem to be constituents of the same type.

Syntax is the sentence patterns of language. Knowing a language also means having ability to combine morphemes and words together to express a particular meaning. That part of linguistic knowledge which is concerning the structure of sentences is called syntax (Fromkin and Rodman, 1983: 200).

In syntactic evidence, the six semester (level 3) students have got greater accurate performance that their inaccuracy (54.97% > 36.34%). Anyhow, there are still a number of non-productive features of syntactic evidence, i.e., : future tense, perfective aspect, simple past, past perfect, and present perfect voices, and interrogative of indicative and purpose of subjunctive moods. The implication of the above statements suggests that those students be trained seriously to acquire morphological categories and a few of syntactic categories with their related features, so that they will be able to use these categories with their features in the interactive utterances (Basri D, 2005: 77).

Therefore, Basri D (2005: 88) suggests that the English department students in particular levels be trained more intensively to acquire morphological categories with their related features than the syntactic ones, so that they will be able to use them in their related features are also necessary to practice so intensively in the teaching and learning process that they will gain capabilities to use them in communicative interactions. He also suggests that the lecturers of English develop the students' capabilities to gain the successful skills adequately because these issues are closely related to the progress of morphological and syntactic performance products in their interactive utterances.

3. METHODOLOGY

This study applied descriptive research design which was aimed to describe the data about the syntactic analysis of the students' ability to construct the English noun phrase. The participants were 40 students of the fifth semester of English Department of the Faculty of Teacher Training and Education of the University of Muhammadiyah Makassar which were selected by using a random sampling technique. The data was collected by using written test where the students asked to write paragraphs. Then, the data were analyzed by using descriptive analysis, such as frequencies and mean score were computed to display the students' accuracy and inaccuracy in constructing the noun phrase.

4. FINDINGS AND DISCUSSION

The Students' Constructions of the English Noun Phrases

Based on the table 1 (see Appendix), it shows that the students' ability to construct the

English Noun Phrases. The researcher asked the students to make a paragraph and it was analyzed to known the students' ability to use English noun phrases. After analyzing and calculating the students' accuracy and inaccuracy to use of English noun phrases in their paragraph, it shows that the students used seven kinds of noun phrases. Those kinds of noun phrases patterns are identifier, adjective, noun modifier, quantifier, preposition phrase, participle clause, using conjunctions, and indefinite clause that all of the patterns are headed by Noun.

The findings of the students' accuracy in constructing noun phrases consisted of identifier + head is 62 (27.4%), adjective + head is 15 (6.6%), noun modifier + head is 10 (4.4%), identifier + adjective + head is 18 (7.9%), quantifier + head is 13 (5.8%), identifier + head + preposition phrase is 21 (9.3%), quantifier + head is 4 (1.8%), quantifier + head + preposition phrase is 2 (0.9%), head + preposition phrase is 14 (6.2%), identifier + head + conjunction + head + preposition phrase is 2 (0.9%), identifier + adjective + head + infinitive clause is 2 (0.9%), identifier + adjective + head + preposition phrase is 14 (6.2%), head + infinitive clause is 3 (1.3%), adjective + head + preposition phrase is 6 (2.7%), adjective + head + conjunction + head + preposition phrase is 1 (0.4%), head + adjective phrase is 4 (1.8%), identifier + noun modifier + head is 10 (4.4%), identifier + adjective + noun modifier + head is 2 (0.9%), identifier + head + infinitive clause is 4 (1.8%), identifier + noun modifier + head + preposition phrase is 2 (0.9%), identifier + adjective + participle clause is 2 (0.9%), quantifier + adjective + head is 2 (0.9%), quantifier + head + relative clause is 1 (0.4%), quantifier + head + infinitive clause is 1 (0.4%), noun modifier + head + preposition phrase is 1 (0.4%), adjective + head + infinitive clause is 1 (0.4%), identifier + head + relative clause is 3 (1.3%), adjective + noun modifier + head is 2 (0.9%), head + participle clause is 1 (0.4%), adverb + adjective + noun modifier + head is 1 (0.4%), and identifier + head + participle clause is 2 (0.9%).

In constructing noun phrases, the students made some mistakes in building their sentence of paragraph. It is classified into inaccuracy categories, namely: identifier + head is 6 (11.8%), adjective + head is 5 (9.8%), noun modifier + head is 1 (1.9%), identifier + adjective + head is 5 (9.8 %), quantifier + head is 9 (17.6%), identifier + head + preposition phrase is 5 (9.8%), quantifier + head is 4 (7.8%), quantifier + head + preposition phrase is 1 (1.9%), head + preposition phrase is 6 (11.8%), identifier + adjective + head + preposition phrase is 2 (3.9%), head + infinitive clause is 1 (1.9%), quantifier + adjective + head is 1 (1.9%), quantifier + head + relative clause is 3 (5.9%), identifier + head + relative clause is 1 (1.9%), and identifier + adverb + adjective + head is 1 (1.9%).

Some of the examples of the students' noun phrases construction that taken from data analysis as follows:

- **Information media** is really useful for human life.
- **These medias** can be found easily.
- We can get **many information** not only in our state but also in abroad.
  (*The correct sentence should be "We can get much information not only in our state but also in abroad.*)
- **The economic development** of Indonesia is down, causes the government give less pay attention.
- **Information and media literacy** enables people to interpret and make informed judgments as users of **information and media**, as well as to become skillful **creators and producers of information** and media message in their own right.

The Causes of Inaccuracy of the English Phrases Constructions

Based on the table 2 (see Appendix), it shows that the students' inaccuracy to construct noun phrases. From the results of data analysis, it shows that the students' inaccuracy to construct noun phrases caused by some factors or reasons. Some of these causes are the students have lack understanding in syntax especially to learn English phrases, and also the students' knowledge of structure is low. In more detail, the results show that the students make inaccuracy of misused of identifier is 5

(10.9%), misused of quantifier is 4 (8.7%), misused of nouns is 3 (6.5%), omission of identifier is 7 (15.2%), misordering is 3 (6.5%), misused of plurals is 3 (6.5%), misused of singular is 8 (17.4%), misformation is 3 (6.5%), misused of word choice is 5 (10.9%), omission of relative pronoun is 3 (6.5%), and misused of adjective is 2 (4.3%). So the total inaccuracy is 46.

There are some inaccuracies that students made to construct English noun phrases. The researcher took some examples from data analysis as follows:

- We can get **many information** not only in our state but also in abroad.
  (*The correct sentence should be "We can get much information not only in our state but also in abroad.*)
- There are many problem for the housing in Makassar, because increase population.
  (many problem – many problems)
- But sometimes the students uses the information media in negative things.
  (students uses – students use)

5.   CONCLUSION

Based on the findings, the researcher concludes that environment, vocabulary and lack of structure are the main difficulties to increase English structure. The findings revealed that the students used 32 forming patterns of Noun Phrase which were covered in accuracy and inaccuracy construction. Those kinds of Noun Phrase patterns were identifier, adjective, noun modifier, quantifier, preposition phrase, participle clause, using conjunctions, and indefinite clause that all of the patterns were headed by Noun. The higher percentage of students' accuracy to construct Noun Phrase was the pattern of identifier+Head, i.e., 27.4% meanwhile the higher percentage of students' inaccuracy to construct Noun Phrase was the pattern of quantifier+Head, i.e., 17.6%. Besides, it is found that the causes of inaccuracy which are made by students in constructing Noun Phrase were classified into 11 categories, i.e., misused of identifier, misused of quantifier, misused of noun, omission of identifier, misordering, misused of plural, misused of singular, misformation, misused of word choice,

omission of relative pronoun, and misused of adjective. The higher percentage of inaccuracy in constructing noun phrase was misused of singular, i.e., 17.4%.

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7. APPENDIX

Table 1. The Students' Construction of English Noun Phrase

No	Forming Patterns	Accuracy		Inaccuracy		Difference	
		Q	%	Q	%	Difference	%
1	Identifier + H	62	27.4	6	11.8	56	32
2	Adjective + H	15	6.6	5	9.8	10	5.7
3	Noun Modifier + H	10	4.4	1	1.9	9	5.1
4	Identifier + Adjective + Head	18	7.9	5	9.8	13	7.4
5	Quantifier + H	13	5.8	9	17.6	4	2.9
6	Identifier + H + Prep. P	21	9.3	5	9.8	16	9.1
7	Quantifier + H	4	1.8	4	7.8	0	0
8	Quantifier + H + Prep. P	2	0.9	1	1.9	1	0.6
9	H + Prep. P	14	6.2	6	11.8	2	1.1
10	Id. + H + Conj. + H + Prep. P	2	0.9	0	0	2	1.1
11	Id. + Adj. + H + Inf. Clause	2	0.9	0	0	2	1.1
12	Id. + Adj. + H + Prep. P	14	6.2	2	3.9	12	6.9
13	H + Inf. Clause	3	1.3	1	1.9	2	1.1
14	Adj. + H + Prep. P	6	2.7	0	0	6	3.4
15	Adj. + H + Conj. + H + Prep. P	1	0.4	0	0	1	0.6
16	H + Adj. P	4	1.8	0	0	4	2.3
17	Id. + N. mod. + H	10	4.4	0	0	10	5.7
18	Id. + Adj. + M.mod. + H	2	0.9	0	0	2	1.1
19	Id. + H + Inf. Clause	4	1.8	0	0	4	2.3
20	Id. + N.mod. + H + Prep. P	2	0.9	0	0	2	1.1
21	Id. + Adj. + H + Part. Clause	2	0.9	0	0	2	1.1
22	Quant +Adj. + H	2	0.9	1	1.9	1	0.6
23	Quant + H + Rel-Clause	1	0.4	3	5.9	2	1.1
24	Quant + H + Inf. Clause	1	0.4	0	0	2	1.1
25	N.mod. + H + Prep. P	1	0.4	0	0	1	0.6
26	Adj. + H + Inf-Cl	1	0.4	0	0	1	0.6
27	Id. + H + Rel. Cl	3	1.3	1	1.9	2	1.1
28	Adj. + N.mod. + H	2	0.9	0	0	2	1.1
29	Id + Adj. + N.mod. + H	0	0	1	1.9	1	0.6
30	H + Part. Cl	1	0.4	0	0	1	0.6
31	Adv. + Adj. + N.mod. + H	1	0.4	0	0	1	0.6
32	Id + H + Part. Cl	2	0.9	0	0	2	1.1
	Total	**226**	**100**	**51**	**100**	**175**	**100**

Table 2. The Causes of Inaccuracy of the English Phrases Constructions

No	Causes of Inaccuracy	Q	%
1	Misused of identifier	5	10.9
2	Misused of quantifier	4	8.7
3	Misused of noun	3	6.5
4	Omission of identifier	7	15.2
5	Misordering	3	6.5
6	Misused of plural	3	6.5
7	Misused of singular	8	17.4

8	Misformation	3	6.5
9	Misused of word choice	5	10.9
10	Omission of relative pronoun	3	6.5
11	Misused of adjective	2	4.3
	Total	**46**	**100**