BAB II

REVIEW OF RELATED LITERATURE

This chapter, the researcher presents the result of reviewing of related literature which covers the definition of corpus, course book, noun, and the previous study.

A. Corpus analysis

1. Definition of corpus

Sinclair (1991: 171) says that "a corpus is a collection of naturally-occurring language text, chosen to characterize a state or variety of a language. Corpus as a large collection of texts, spoken or written, typically stored as a database in a computer. Corpora are useful for linguist of all persuasion since they are useful resources for pursuing various researches (Yule 2010). McCarthy (2004: 1), he defines that corpus is a collection of texts, written or spoken, usually stored in a computer database. Corpora that they can help to know how frequently the textbook co-occurs and how many words provided in the textbook. They also state that corpus being a source of „natural" data; it is useful in defining evidently which forms are most frequently used in what aspect (McEnery and Wilson (2001: 107). Hunston (2006) also defines that corpus is collection of samples of naturally occurring language. Biber, Conrad and Reppen (2002) show four bases characteristics of the corpus-based approach in the study of aspects of language. First, Corpus-based analysis is empirical. The focus is to study the use of language characteristics by consider the right pattern of associations. Second, he uses big and a collection of principled natural texts known as 'corpus' as a basis for analysis.Third, making extensive use of computers for analysis, using both automatic and interactive technique.

Finally, the corpus-based approach depends on qualitative and and quantitative analytical techniques.

Flowerdew (2004, p. 12-13) claims that "[c]orpus analysis provide attested examples of recurring language patterns, which are based on empirical data rather than introspection or gathered through elicitation techniques."

Corpora should contain authentic texts, that is, texts that have a communicative purpose and are not produced just to fit the corpora. As argued by Sarmento (2010, p.

100-101) some of the great benefits of using a corpus approach is that we can "[…] extract typical and authentic examples of uses of a certain lexical item from a great amount of data in just a few seconds".

2. Type Of Corpus

Each corpora has a different genre of the texts and different size of words number and composed of text with different types. McEnery and Wilson (2001: 32) also distinguish two kinds of corpora, namely, unannotated and annotated. Unannotated corpora are characterized by being in their existing raw states of plain text. Corpus annotation are textual mark-up, part-of-speech (POS)tagging, syntactic annotation (parsing),semantic

annotation,prosodicannotation, pragmatic annotation, discourse annotation , phonetic annotation and stylisticannotation (Leech 2004).

Lindquist (2009: 10) also distinguish eight kinds of corpus of English language:

1. Spoken corpora

    Spoken corpora generally consist of orthographic representations/transcriptions of the spoken data only, but some corpora may also be available in multi-media formats, either audio or video. Spoken corpora used to represent how spoken language is used

in real life and in many different contexts. McCarthy (2004: 1), say spoken corpora contain transcripts of spoken language, such as transcripts of ordinary conversations recorded in people's homes and workplaces, or of phone calls, business meetings, radio broadcasts, or TV shows. The some example spoken corpora: Australian Corpus of English (ACE), Wellington Spoken Corpus (WSC), and Corpus of Spoken English (LLC) for a long time it remained the one most frequently used. It contains around 500,000 words and the speakers were mainly faculty, staff and students at University College, London.

2. General Corpora

The texts that do not belong to a single text type, subject field, or register. May include written or spoken language, or both. May include texts produced in one country or many. They aim to represent language in its broadest sense and to serve as a widely available resource for baseline or comparative studies of general linguistic features. May be used to produce reference materials for language learning or translation. Often used as a baseline in comparison with more specialized corpora. Also sometimes known as 'reference corpora'. Examples Brown Corpus – 1 million words. LOB Corpus – 1 million words. BNC (British National Corpus) – 100 million words.

3. Specialized Corpora

Texts that are designed with more specific research goals in mind – register-specific descriptions and investigations of language. It aims to be representative of a given type of text. Used to investigate a particular type of language. The kind of texts included are limited: A time frame – such as a particular century. A social setting – such as conversations taking place in a bookshop. A given topic – such as newspaper articles dealing with a particular thing.

Examples: Cambridge and Nottingham Corpus of Discourse in English (CANCODE) (informal registers of British English) – 5 million words. □ Michigan Corpus of Academic Spoken English (MICASE) (spoken registers in a US academic setting) – 5 million words.

4. Historical or Diachronic Corpora

Texts from different periods of time. Aim at representing an earlier stage(s) of a language. They help to trace the development of a language over time.

Example: Helsinki Corpus - 700 to 1700 texts 1.5 million words

5. Parallel Corpora and multilingual corpora

Parallel Two (or more) corpora in different languages, each containing texts that have been translated from one language into the other, or texts that have been produced simultaneously in two or more languages. Can be used by translators and by learners to find potential equivalent expressions in each language and to investigate differences between languages.

Size Representativeness, Registers / modes / topics, Demographics, Production / reception, Research goals, Funding, Time, and Staff/students

Multilingual Corpora any systematic collection of empirical language data enabling linguists to carry out analyses of multilingual individuals, multilingual societies or multilingual communication.

6. Dictionaries as corpora

That might be used as corpora is the electronic version if it contains of authentic examples as illustration. Example the Middle English Dictionary (MED), and the Oxford English Dictionary (OED)

7. Text archives as corpora

Used to show a collection of texts that are put together for specific purposes. For example online newspapers or on CD-ROM, Corpus Time Magazine, Oxford Text Archives (OTA), and Project Gutenberg.

8. Web as a corpus

Web corpus appears when the existence of the World Wide Web which can be used as a source for linguistic investigation.

3. Tool Of Corpus Analysis

Also it contains various tools as well as a concordance. According to Professor Anthony's description it contains the following:

1. Concordance

According to Lindquist (2009: 5) by getting the information in this way is certainly quicker than reading through the complete texts. (Grigaliuniene, 2013: 37) Concordance tool is a kind of search engine designed for language study. It looks through a corpus and lists every single occurrence of a word or phrase. To use a concordance, a word or phrase is entered and the software finds all instances of that word or phrase

2. Concordance Plot

Shows search results plotted as a "Barcode" format. This allows you to see the position where search results appear in target texts

3. File View

This tool shows the text individual files. This allows you to investigate in more detail the results generated in other tools of Antconc

4. Clusters

How's clusters based on the search condition. In effect it summarizes the results generated in the concordance tool or concordance plot tool

5. N-Grams

Scans the entire corpus for "N" (e.g. 1 word, 2 words …) length clusters. This allow you to find common expressions in a corpus

6. Collocates

Shows the collocates of a search them. This allows you to investigated non sequential pattern in language

7. Word List

Grigaliuniene (2013: 43) states that the frequency information plays a very significant role in language research and language learning. This tool is a great help researcher and learner. It is can help to identify the most and the least common items used in corpus. It also can help the researcher in choosing the frequent and the most unusual, creative lexical items for study. According to Lindquist (2009: 8) one of the main advantage soft this tool is that linguists can easily get frequency data from large masses of text, which would be virtually impossible to achieve by hand.. (McCarthy, 2004: 10) wordlist or frequency list is the most basic tool for analyzing the texts and contain list that tells what words and phrases are used most often

8. Keyword list

Shows the words are unusually frequent or in frequent in the corpus in comparison whit the word in a reference corpus. This allows you to identify characteristic word example as part of a genre of ESP study

B. **Course Books**

In this section, the researcher would like to talk about the definition of course books, which covers some definitions of textbooks from different experts.

1. Definition of Course books

National Educational Department of Indonesia (2005: 5) states that a course book is a learning media which has important role in the classroom. As a teaching media, course book present the curriculum material in an instructional system. According to Tomlinson (1998) He says that a course book is a textbook which provides core material for

course. It aims to provide as much as possible in one book and it is designed so that it could serve as the only book which the learners necessarily use during a course, such as a book usually includes work on grammar, vocabulary, pronunciation, function and the skill of listening, speaking, reading and writing. He categorizes course books as part of textbooks. Brewster et al (2001) state that course books are kind of learning aids. Graves (2000: 174) is in line with Brewster et al. Graves mentions that course books are teaching tools. As aids or tools, course books help teachers and learners do the process of study. Matsuoka and Hirsh (2010) defined a course book (or course book) as a book which is designed specifically to be used in a classroom language learning environment with language teacher support including pre-teaching of target vocabulary items (p. 57). Therefore, course book then refers to any kind of book which is used by teachers to support English language learning in a classroom. Richards (1976) says that course books serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They provide goals, process and the most obvious and common material of an instruction and educational planning. Masuhara (1998: 247-249) explains that good course books meet teachers, learners and administrators" needs and wants.

a. The Role of Course books

Nowadays, from an instructional design perspective, a course book is the primary instructional resource as a material provider. The objectives, content, and teaching sequence are determined by the course book (Kemp, 1977). Hutchinson and Torres (1994: 324) propose a broad perspective on the role of a course book, which makes a course book "continues to be the mainstay of ELT provision"

1. Course books as a Basis for Negotiation

   "Provides a structure for the management of the lesson as a social interaction and a basis for negotiation between all the relevant parties" (Hutchinson and Torres, 1994: 324).

2. Course books as a Flexible Framework

   Allen (2008) who argues that teachers have rights how and when to use course books. In other words, teachers have control over the course book in classroom and thus, it is not a dictatorial instructor. Although the FL course book may be viewed as a tool to 'standardize' instruction and student learning, individual teachers exercise agency in how and when the tool is used. It enables learners to achieve their best development by providing a secure framework

3. Course books and Teacher Development

   Hutchinson and Torres (1994) suggest that the more teachers feel comfortable with what they are doing, the more inclined they make changes and variations from the course book. Hutchinson and Torres' argument is supported by a study by Stodolsky (1988) which reveals that teachers are not constrained by course books. Instead, they make variations in their teaching resulted from their convictions and preferences, the nature of materials that they use, the school context, the learners, the subject matter, and the classroom grade level

4. Course books as a Workable Compromise

   Hutchinson and Torres (1994: 325-326) says that "nothing that happens in education is anything more than a workable compromise, and we cannot uniquely condemn course books because they are not a perfect fit"

Allen's (2008) argument that the main point of using a course book is not on what is included or not included in a course book, but on how teachers use particular materials in their classrooms.

b. Course books related to Curriculum

Farrell and Heyneman (1988) say that economic influences pedagogical choice, including course book choice. They made a study on the correlations between annual cost student in classroom material and school qualities. They found out those who spend less money get lower quality of education. Due to this reason, every country spends a lot of money on it to improve the quality of education. Indonesia has various financial sources for course books such as BOS (School Operational Grant), State Budget (APBN) and Local Government Budget (APBD) budgets. Besides letting many well-known publishers and authors to provide good English course books and ready to be sold in the market, the National Department of Education also provides electronic books, called BSE (Buku Sekolah Elektronik). Teachers can access for free through internet. They can download the ready printed material and make copies for the students. The government hopes that they can provide cheaper course books for Indonesian students. (Kusumaningrum, 2014)

2. Advantages and Disadvantages of Course books

Crawford (2002), Richards (2001), and Halliwell (2006) point out some disadvantages of course books. The following are the advantages and disadvantages of course books.

a. Advantages

Ellis (1994) explains that books with good design and layout motivate learners to study. English course books provide various activities which will support individual different learning. Besides, learners can always reread the materials that have been discussed before. Crawford (2002: 81) states that course books make teaching learning process becomes more accountable. Everybody can see whether the activities and exercises help the learners to achieve the goal. For teachers who are very busy teaching, books provide source of practical teaching ideas. Teachers can grasp the book and find activities without need to think further that it will harm their students. Course books mean providing cheap materials for stakeholders. They do not need to spend money on designing material program, publishing or copying them. Some schools even get some extra financial support by having cooperation with a publisher.

b. Disadvantages

Crawford (2002) and Richards (2001) point out some weaknesses of using course books. Firstly, course books deskill teachers and rob them of their capacity to think professionally and respond to their students. Secondly, it is possible that course books provide different cultures from the users. This situation might give backwash to the students. Crawford and Richards also remark that some books fail to present appropriate and realistic language model. The result, learners will miss to achieve the local goal. Richards mentions some more weaknesses and he says that course books may contain inauthentic language, they may not reflect students" needs and they are usually expensive.

3. The Importance of Evaluating Course books

Hutchinson and Waters (1987: 96), "evaluation is a matter of judging the fitness of something for a particular purpose". In this case, it judges the fitness of a course book for particular learners, with their learning purpose, background knowledge, needs, and so on. It is not a matter of good or bad, but how a course book helps learners achieve the required purpose.

C. Noun

According to Oxford Dictionary (Pearsall, 1999:945), noun is a word used to identify any of a class of people, places or things, or to name a particular one of these. Noun is the part of speech (or word class) that is used to name a person, place, thing, quality, or action. A noun can function as the subject or object of a verb, the object of a preposition, or an appositive. Clause is a group of words that contains a subject and a verb. Clauses can take the place of different parts of speech. It can be concluded that noun is a word that functions to identify someone or something.

Based on the definition above can conclude that noun is the name of a person, place, thing, or idea. Noun can occur as the subject or object of verb or the object complement of a preposition, and be modified by an adjective and used with determiners.Here the classification of noun, they are:

1. Classification of noun

    a. Proper noun

    Proper noun (Proper name) is a noun representing the specific noun, person, place, or thing, which is capitalized. The specific names are days of the week, month, historical document, institution, organization, and religion. For example: Virginia, New York, Percy, Annabeth, April, United States, etc.

b. Common noun

A common noun is a noun referring to a person, places, or thing in general sense, it is not capitalized. Common noun is preceded by article or determiner. Form of common noun can elaborated in singular and plural form. For example: book/books, computer/ computers, pen/pens, etc.

c. Concrete noun

A concrete noun is a noun which names anything (or anyone) that perceive physical sense of human. For example: touch, sight, taste, hearing,or smell.

d. Abstract noun

Abstract noun is a noun which names anything that can not perceive trough the five physical sense of human. An abstract noun does not have physical form and a person cannot touch them. The form is singular form. There are some abstract nouns: anger, beauty, courage, education, and love.

e. Countable noun

A countable noun is a noun with both singular and plural form can combine with numerals or quantifier (one, several, every, and most) and article. Noun have a plural form: -S or -ES.

f. Uncountable noun

An uncountable noun is a noun which does not have a plural form, which refers to something that cannot be counted. An uncountable noun is not precede by article. Example: a lot of history, some history.

g. Collective noun

A Collective noun is a noun that refers to group consisting of more than one individual or entity. The names are inflected for singular, but collective noun can be plural form, depending on the form of

the group in a sentence. For example: of the group, itis means that collective noun has groups in specific units, such as: school of rock, stand committee, and council of art.

h. Material noun

A material noun is a noun that consist of raw material, it refers to singular noun. For example: gold, silver, oil, and powder

Based on the division or classification proposed by Thomson and Martined (1986:24) type of nouns are divided into four parts namely:

1. common nouns

    Its function is to show noun in general. E.g. boy, dog, man, table, chair, etc.

2. personal name nouns

    To shows nouns about places, countries, names, etc. principally nouns especially for example Madrid, Indonesia, Jakarta, etc.

3. abstract nouns

    To shows nouns that have no form or nouns that we cannot digest with our five senses

4. Collective nouns.

    Classify names of groups of nouns e.g. Crowd, group, team, flock, etc.

D. Previous Study

Previous study is the result of the research from the researcher before some research related to the corpus analysis of the most frequent used nouns in the course books has been conducted by some researcher of the study

The first previous study is "An N-Bar Analysis of Noun Phrases in the story of Children of Intensive English Courses (IEC) Bulletin" by

Martanti (2004). She analyzed the constituents of noun phrase used in the story of children of Intensive English Course (IEC) bulletin viewed from N-Bar analysis

The second previous study a journal written by Prof. Dr. Mehmet Ali Yavuz Cyprus International University, Faculty of Education, and North Cyprus.3The aim of the article is to discuss whether a Noun Phrase (NP) branches out from an Agreement Phrase (Agr. P), or from a Determiner Phrase (DP) or from another functional category and shed light on the location of Noun Phrases in sentences. In the traditional analysis of phrases, Noun (N) is considered to be the head of a nominal phrase. In this study, it of this journal put forth that the functional category which hosts a noun phrase is Case Phrase (Case P). To this end, aim at studying the examples related to the functional category in question and revealing the location of NPs in sentences.

The third Saputri who studied the English Literature. Her conclusion is from the analysis, it can be concluded that figurative language has important roles in this novel. That is why the author used sentences that have figurative language in the novel. It makes the novel more interesting to read, and also helps the readers to imagine the story, to imagine the character based on the illustration that the author has already given in the story. There are many differences between the present study with Saputri"s study, her study subject is The Heroes of Olympics, Book Three: The Mark of Athena, meanwhile in this study it is Rick Riordan"s Novel "Percy Jackson and the Sea of Monster" Her study problem are What types of figurative language used in the novel entitled ―The Heroes of Olympics, Book Three: The Mark of Athenaand How does the contextual meaning explain each figurative language. It tries to determine

the type, the function and the meaning of noun phrase used in novel entitle Percy Jackson and the sea of monster.

The present study was different from the previous study in term of the corpus data being analyzed. This study was conducted to analysis corpus in the form of course books. This present study focused in analyzing which nouns are used most frequent in course books.