

# VERBAL PREMODIFICATION AND ITS TEACHING PROCEDURES



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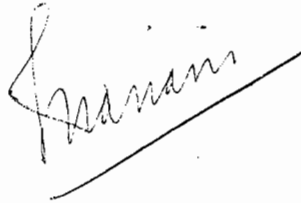
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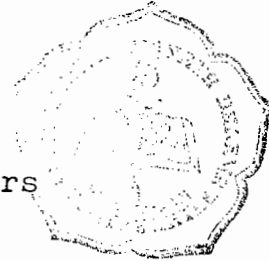
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## I. INTRODUCTION

### 1. Background of Study

In understanding a noun phrase we have to start from selecting the head word first. Then we consider the rest as the modifiers attributed to the head word. The modifiers that come before the head word are called "premodifiers", and those that come after the head word are called "postmodifiers".

Modification of nouns in English is relatively freer than that in Indonesian. In English, with different word order most postmodifiers can be changed into premodifiers. On the other hand, premodifiers can be changed into postmodifiers. For example, "... satisfaction-giving features" and "... life-giving water" may be rephrased as "..... features that give satisfaction" and ".... water that give life", which can further be shortened into "..... features giving satisfaction", and "..... water giving life" respectively.

In Indonesian, however, modification is mostly postmodification. Premodification in Indonesian is limited to quantifiers and articles. Such limitation has led to the coming up of the term of the so-called "Hukum D-M" meaning "Modified-Modifier order rule".

Indonesian learners of English at the beginning level have been established to start thinking from the head word to the modifiers where the head words are commonly at the beginning and the modifiers come at the following. When

the learners are confronted with an English noun phrase, they start interpreting or translating from the beginning: the first word to the following words, including a noun phrase which contains a reverse verbal construction in which the head word comes at the end. Such interpretations or translations will result in a poor understanding.

The problem becomes more serious when the noun phrase is modified by both premodifiers and postmodifiers. Then, they give up due to the different system of modifying the head word between English and Indonesian.

The different system of modifying a noun between English and Indonesian with its resulting problem has led me to take it as the topic my thesis.

## 2. Aim of Study

The aim of this study is to analyze the system of English premodification within a noun phrase. By so-doing, this study will be a help for learners of English to identify the word order and the head word of noun phrases.

## 3. Scope of Study

This study works within the extent of premodification of noun phrases, and focuses on the noun phrases containing verbal premodifiers. Premodifications existing in other phrases than noun phrases are excluded from this study.

## 4. Methodology

### 4.1. Technique of collecting data

Data were collected from "Jakarta Post" - an English

daily published in Jakarta - edited on July 24, 1986 and October 1, 1986 and from "TIME" - an English magazine published in U.S.A. - edited on January 13, 1986 and October 6, 1986, "The Plain Truth" magazine, and some books such as "The Sources of Modern Atheism" by Marcel Neusch, "Mystery of the Ages" by Herbert W. Amstrong. Noun phrases containing verbal premodifiers were extracted.

#### 4.2. Technique of analysis

Data containing the same elements were classified into one group. The string of word order is derived as the formulation of the rule of formation based on the elements that exist in the noun phrase.

#### 5. Benefits

The discussion of this thesis is hoped to be beneficial for Indonesian learners of English in identifying the head word and the word order of noun phrases containing verbal premodifiers. I also hope that this study will be a reference for teachers of English to enlarge their teaching capacities. The third benefit expected is as a suggestion that the word order of noun phrases containing verbal premodifiers needs special treatment although not all the verbal premodifiers are included in Curriculum 1975 and Curriculum 1984. The final benefit expected is to give a contribution to the development of linguistics, especially in the area of syntax.



## 6. Organization

Concerning the organization of the thesis, I start with general rules of premodification within a noun phrase, namely chapter II. The focus of chapter III will be the verbal premodification within a noun phrase. Problems that might appear in the verbal premodification will be discussed in chapter IV. Chapter V presents alternative procedures of teaching verbal premodifiers. The discussion will end in chapter VI, namely some conclusions drawn based on all the materials.

II. GENERAL RULES  
OF  
PREMODIFICATION WITHIN A NOUN PHRASE

Premodifiers of a noun can be divided into two types: open-class premodifiers and closed-class premodifiers. 1) Open-class premodifiers are adjectives, nouns, adverbial phrases, clauses, verbals, and combinations of all of them. These premodifiers are discussed first in this chapter with the exclusion of verbals. Verbals as premodifiers will be discussed in chapter III. Closed-class premodifiers are predeterminers, determiners, ordinals, and cardinal quantifiers. These closed-class premodifiers are discussed at a glance after the discussion of open-class premodifiers.

A. Open-class Premodifiers

The discussion on the open-class premodifiers is divided into two parts. The first part deals with simple open-class premodification. "Simple" here means consisting of premodifier(s) of one part of speech. The second part deals with complex premodification, that consisting of different parts of speech.

Terminologies such as nouns, adjectives, adverbial phrases, clauses, are taken for granted. Definitions of those terms are not discussed here. I use these terms in the way that has been established in the traditional concepts.

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<sup>1)</sup>Quirk, 1976, pp. 136-147



We're very well where we are.

I'm a little bit unwell.

All is unwell in the world tomorrow.

She was ill with anxiety.

She falls ill.

They fall asleep

All of us feel uneasy.

Rain keeps the plants alive.

On the contrary, some other adjectives can take only the position of premodifiers. 4) They are: new, old, nasal, utter, happy, public, whole, foreign, and wrong, as found in these phrases:

the New Testament

the Old Testament

the nasal cavity

the utter disgrace

a public school

a happy discovery

the whole world

the wrong candidate

a foreign policy

the only son.

When two or more adjectives premodify a noun, they have two alternative orders with different meaning.

a. When the adjectives are of the same level, their order is free. The position of each adjective can be exchanged

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4) Curme, O. George, 1931, pp. 66-67; Quirk, 1976, pp. 905-908.

without the change of meaning. Usually these adjectives are coordinated by mere commas, or explicit coordinators.<sup>5)</sup>

E.g. an elderly, foolish man = ~~an~~ elderly and foolish man  
his slow, stealthy creep = his slow and stealthy creep  
her slow but sure love  
true or false questions.

b. When there are no-coordinators, and no-separating commas the premodifying adjectives possess different levels. The formerly-coming adjectives premodify the governing nouns which have been premodified by the later-coming adjectives.

E.g. Small in "small new brown house" premodifies "new brown house" and not only "brown house". However, small in "small and new brown house" only premodifies "brown house". Briefly, the first coming adjective premodifies all the following elements, not just the governing noun.

It has been said that adjective premodifiers usually come after the closed-class premodifiers, before the governing nouns. However, to intensify the adjective, inversion may still occur with the presence of intensifiers so and too, as in

so wonderful a record  
too difficult a level of language  
too naive a way of thinking.

## 1.2. Noun Premodifiers

### 1.2.1. Genetives

To show ownership, English uses the genitive or possessive case. Genetives can have two forms. Some nouns take either

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<sup>5)</sup> Quirk. 1976, pp. 550-551

premodifier or postmodifier positions alternatively. Some others, however, take either premodifier position or postmodifier position only.

In general we may summarize as follows :

a. Proper names always take the 's (apostrophy s) form.

See the discussion on the pronoun premodifiers in 1.2.3.

b. Ordinary countable nouns representing human beings can always take the 's (apostrophy s) form but may take the of ... genitive form too.

c. Ordinary animate nouns representing high level gender: four-legged animals, kinds of monkeys, take both 's form and of ... form of genetives.

d. inanimate nouns and animate nouns representing the low level gender only take the of ... form of genitive as postmodifiers. 6)

However, only 's form of genitive as a premodifier is discussed here. The of .... form of genitive is excluded from this discussion because it belongs to the postmodification topic.

The 's genitive is added to 7)

a. singular form of animate things from the high level

gender. E.g. the monkey's baby

• the dog's tail

the bird's wings

the child's toys.

b. plural form of animate things from the high level gender but not take -s, or -es as their plural forms.

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6) Curme, O. George, 1931, pp. 75-76, and Quirk, 1976, pp. 198-200.

7) Andrew , Jenkins Murphy, 1982, pp. 45-46

E.g. men's ways of thinking  
mice's behaviour  
children's environment

c. the last element of noun phrases or abbreviations

E.g. the boy in the red sweater's mother  
the U.S.S.R.'s attitude  
three month rent's postponement.

d. the last element of the nouns with hyphenation

E.g. commander-in-chief's order  
brothers-in-law's resolution.

#### 1.2.2. Another noun premodifier

To denote the possession of inanimate noun, ownership of the characteristics, purposes, in the place of, or the origin of a noun, other nouns are also used as premodifiers.

E.g. the teacher behaviour  
the country people  
a corner kick  
a dock work  
a set of arm chairs  
a scissor sharpener  
the trouser legs  
an entrance test  
a love story  
the corner table  
a grammar book  
a custom officier  
the religion education  
a religion state.

However, there are three notes deserving special attention

- i. usually the premodifiers take the singular form, even those that otherwise do not have the singular form.

E.g. a trouser leg  
a scissor sharpener  
the shoe polisher  
a plier maker

- ii. Exception to point i. is if the noun has been hardened as a fixed phrase or a compound. 8)

E.g. the promotions committee  
the arms race  
the United Nations Children Fund (UNICEF)  
the United Nations volunteers  
gentlemen farmers  
women civil-servants

- iii. Coordination to denote an equal level is indicated by the use of hyphens.

E.g. church-state issues  
some law-politics conflict  
a student-teacher relationship  
the supply-demand balance

### 1.2.3. Pronoun Premodifier

Pronoun premodifier in this section covers two points. The first point is the possessive adjective premodifiers. The second one is proper name genitive premodifiers. Both points are discussed under the same subtitle because they have the same references : animate, human, or of high level gender.

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8) Quirk, 1976, p. 400



Since most pronouns and proper names refer to human beings, their premodifying function is discussed together under this subtitle.

a. Possessive adjective premodifiers

The so-called possessive adjectives are : my, your, our, his/her/its, their, ~~and~~ thy. 9) These possessive adjectives are also called dependent possessive pronouns. They are called possessive adjectives because their presence is like an adjective in that they always come before the modified noun, and never take the 's ending although their meaning is the same as genetives: denoting ownership. They are also called dependent possessive pronouns because these pronouns cannot stand independently in a clause. Unlike the independent possessive pronouns, dependent possessive adjectives always exist as noun premodifiers.

E.g.        my wife  
              our decisions  
              your two children  
              his/her arguments  
              its movement  
              their presence  
              their quarrel

b. Proper name genetives as premodifiers

Proper name genetives serve equally as possessive adjective premodifiers.

E.g.        George's travel  
              Tom Sawyer's adventures

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9) Cf. B. Section on the closed-class premodifiers

St. Paul' epistles  
Shakespeare's works  
West Germany's attitude

To denote joint ownership, only the last name is added with 's. 10)

E.g. St. Paul and Barnabas' missionary journey  
Father and mother's resolution  
Randolph Quirk, Sidney Greenbaum, Geoffree Leech,  
and Jan Svartvik's grammar book.  
Homer C. House and Susan's linguistic review  
Martin and hopkin's supermarket.

However, if each individual has his own thing, each name is added with 's. 11)

E.g. Bishop Desmond Tutu's and President Booth's  
arguments  
Margareth Thatcher's and Ronald Reagan's attitude  
over the South African apartheid policy.  
Karl Marx' and Feuerbach's views upon a religion  
state.

### 1.3. Adverbial phrase premodifiers

As its name has already refered to, an adverb or an adverbial phrase (adverb = ad + verb, meaning for verb), normally serves as a modifier for a verb, an adjective, or another adverb, but not as a modifier for a noun. However, since English premodification is relatively flexible, an

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10) Andrew, Jenkins Murphy, 1982, p. 46

11) Ibid

adverb or an adverbial phrase may also serve as a premodifier of a noun, in spite of its limited number. 12) A slight difference from other kind of premodifiers, adverbial phrase premodifier elements are normally unified by hyphens.

E.g.           an upper-cut hook  
                  in-after years  
                  an up-to-date dictionary  
                  a far-away inn  
                  out-in-the-wood adventures  
                  in-between activities  
                  the above arguments  
                  the then Prime Minister  
                  the down stroke.

#### 1.4. Multiple and complex premodifiers

What is meant with complex and multiple premodifiers are those which consist of two or more part of speech other than closed-class premodifiers. This discussion covers: the ordering of complex and multiple premodifiers and the degrees of comparison within the premodification.

##### 1.4.1. The ordering system of complex and multiple premodifiers

The data do not provide premodification by adverbial phrases and clauses which are used altogether with nouns, adjectives, and participles. Therefore, adverbial phrases and the clauses as premodifiers are excluded from this ordering system. Thus, this ordering system covers only

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12) Curme, O. George, p. 66



## B. Closed-class Premodifiers

Closed-class premodifiers are those whose forms and positions are already fixed within a noun phrase.

The closed-class premodifiers are :

1. Predeterminers :
  - a. Multipliers : once, double, three times, four times, six times, etc.
  - b. Fractions : half (of), one-third, two-fifth, three-fourth, three-eighth, etc.
  - c. phrasal quantifiers : several of, each of, most of, many of, much of, some of, a few of, a little of, both(of), all (of)
2. Determiners :
  - a. articles: a, an, the, Ø
  - b. possessive adjectives: my, your, his/her/its, their,your, our, whose, thy.
  - c. demonstratives : this, that, these, those, which(ever), what
  - d. quantifiers : most, (a) little, (a) few, some, any, several, no-, every, many, much.
3. Ordinals : first, second, third, fifth, sixth, etc.
4. Cardinal quantifiers : one, two, three, four, five, six, etc.

The use of one member of one class excludes the use of the other members of the same class, following the mutually exclusive rule. For instance, the use of half, excludes the use of both, all, most, etc. The use of my, excludes the use of his/her, the, this, and most. The use of first, excludes the use of second, fifth, seventh, etc. The use of one, excludes the use of five, ten, fourteen, etc.

Different from Randolph Quirk, I differentiate phrasal quantifiers from mere quantifiers. The reason is that they do not have the same distribution. Like the other pre-determiners, these phrasal quantifiers are always present before the determiners.

The order of those closed-class premodifiers in a noun phrase is as follows : 15)

predeterminer - determiner - ordinal - quantifiers  
1                      2                      3                      4

E.g.            some of his students

1            2

all these five extremists

1    2        4

a great number of these second 100 applicants

1                      2        3        4

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15) Quirk, 1976, pp. 146-147

### III. VERBAL PREMODIFICATION

In the previous chapter we have discussed the premodification within the noun phrases with the exclusion of verbal premodifiers. The verbal premodifiers are excluded from the previous discussion because as the central topic of this thesis, they will be discussed in more detail.

This discussion covers premodification by past participle, by -ing form : present participle, gerund, and -ing form deverbal nouns, and by other verb phrases. Each premodifier will be approached from their forms and ordering system, meanings, and the relationship between the governing nouns and the verbal elements.

#### A. Past Participle Premodifiers

##### 1. Form and Order

###### a. Form

Past participles are usually formed by adding -ed ending to the verb stems. Verbs whose past participles are formed with such additions are called regular verbs. There are, however, verbs whose past participle formation does not follow any rules. Their past participle forms, therefore, must be memorized as a whole entity. These verbs are called irregular verbs. 1)

###### b. Order

Most past participles are placed before the governing nouns except when there is another premodifier which must be placed after the past participles. There are rarely

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1) Quirk, 1976, p. 109-121 , and Thomson, 1979, pp. 290-294

found phrases with premodifiers which must be placed after the past participles. However, since past participle may have their own premodifiers, the order of noun phrases containing past participle premodifiers are as follows :

1) Past participle + noun

- e.g. the hulled rice  
the expected rebound  
an installed capacity  
the noted economist  
an industrialized country

2) Complement adjective + past participle + noun

- e.g. ready-made work  
a white-painted fence  
a blue-carpeted aisle

3) Adv. 2) + past participle + noun

- e.g. adv. of place + past participle + noun  
the Antwerp-based European University  
home-made food  
the European-trained Morel and his chefs  
the Solo-based-football club, Arseto

adv. of time + past participle + noun

- a newly-revised 2,7 percent rate  
the long-awaited equalizer  
long-married teachers  
newly-established institute  
recently-argued US' sales of weapon to Iran

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2) Cf. Bruce Fraser, 1970, p. 90 in English Transformational Grammar



adv. of manner + past participle + noun

well-developed children

the warmly-welcomed guests

a fiercely-contested final lap

(adv. of)agent + past participle + noun

Soviet-armed guerillas

communist-influenced African National Congress

a horse-drawn coach

the state-run university of Manila

adv. of instrument + past participle + noun

hand-made tools

hand-sewn garment

adv. of purpose + past participle + noun

consumer-orientated management

export-refined oil.

4) Past participle + Present participle + noun

E.g. industrialized importing countries

a motorized sailing vessel

the widespread growing movement

5) Past participle + Noun + Noun

In this phrase structure the past participle premodifies the second noun which functions as the head and has already been premodified by another noun.

E.g. widespread maintenance programs

an oil-based asphalt plant

an integrated garment plant

export-oriented garment producers

a Portuguese-born Dutch citizen.

6) Adv. + past participle + denominal adjective + noun

E.g. the reported North Korean demand  
a fiercely-contested final lap  
the Portuguese-born Dutch citizen

7) Ordinal number + past participle + Noun

E.g. top-ranked players  
second-seeded holders  
second-placed Desai

8) Past participle-like -ed adjective meaning to have

At a glance we consider it as a past participle because of its similarity to the form of the past participle in that it ends in -ed. However, if we examine it further, we will arrive at the conclusion that it does not belong to the past participle group. i) -ed ending meaning to have does not have any corresponding verb as its stem. ii) -ed ending meaning to have does not have any possible corresponding -ing form verb. iii) it never appears predicatively or as a postmodifier.

E.g. blond-haired girls  
blue-eyed boys  
experienced teachers  
inexperienced teachers  
one-legged chairs  
a cross-eyed boxer  
a left-handed shuttler  
voiced consonants  
simple-minded people  
giant-sized man.



### 3. Meaning

The meanings of the past participles as noun premodifiers can be classified into two categories 4)

#### a. Passive voice of transitive verbs

In this sense, the past participles connote the finished process of the verb activity/ This usage is also very productive with the use of prefix un-.

E.g.       the invited guests  
              the occupied lands  
              250 registered addicts  
              the elected-representatives  
              the uncrowned prince  
              an unorganized revolt.

b. The finished process of intransitive verbs. Thus, the meaning of the past participles remains active.

E.g.       a grown-up boy  
              a well-developed country  
              the decreased number of out-patients  
              the exploded bomb  
              the risen sun  
              the newly-arrived immigrants  
              our long-lived president  
              my worn-out shirt  
              the carefully hidden spy  
              a distinguished writer  
              the vanished jewels  
              weakened school grammars

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4) Cf. Close, R.A. , 1977, pp. 84-87

## B. -ing Form Premodifiers

There are three -ing form premodifiers. They are present participle, gerund, and -ing form deverbal nouns. All take the form of verb + ing. However, they should not be confused with one another.

When used as noun premodifiers, -ing present participle is fairly easy to be differentiated from gerund and deverbal nouns. i) the nuclear stress of a noun phrase containing a present participle premodifier falls on the governing noun. E.g. changing 'circumstances, living 'people. On the contrary, in a noun phrase with a gerund premodifier the nuclear stress falls on the -ing gerund. E.g. 'changing room, 'living-room. 5) ii) in -ing present participle, the governing noun is always the agent of the -ing form. When used as noun premodifiers, on the other hand, both gerund and deverbal noun share more similarities than differences. The formal characteristics of a gerund which are very effective to differentiate a gerund from the -ing form deverbal nouns when both are used anywhere except in premodifier position, are lost when the gerund is used as a noun premodifier. Their formal characteristics become similar. But we will discuss them further separately.

### 1. Present Participle

#### a. Order

The present participle can take two positions when used as the modifiers of a noun, namely as postmodifier and as a premodifier. The postmodifier position is relatively

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5) Close, R.A. , 1977, p. 79

more common as the result of the condensation of the relative clause in which the noun head functions as the subject of the clause. When this clause is used as a premodifier, then its word order is reversed with neutralization of number and deletion of articles. 6)

The present participle premodifiers, then take these strings of order :

1) Present participle + noun

E.g. a dazzling display  
the surrounding black states  
the crashing helicopter  
the flooding rivers  
a floating settlement

2) Object + Present participle + Noun

In this order the object usually takes the singular form without any determiners. Determiners that exist the objects premodify the whole noun phrase as a whole.

E.g. Asian-games-organizing committee  
trend-setting modes  
house-building enterprises  
life-giving water  
Olympic-Games-steering committee.

Note : Asian Games and Olympic Games are names that have already been fixed so that they do not undergo any change of form.

3) Adverb + Present participle + Noun

E.g. dramatically-flowing Edwardian  
a potentially-damaging battle  
a forward-looking approach

---

6) See Chapter II

the upcoming generation

a hard-working secretary

4) Adjective complement + present participle + noun

E.g. foreign-sounding words

sweet-sounding music

good-looking girls

a sweet-tasting drink

a sharp-smelling substance

a good-smelling odour.

b. Meaning

The present participle used as a premodifier denotes two meanings. First : when the verb is intransitive, the use of present participle premodifier shows an ongoing process.

E.g. increasing employment

pressing social problems

the growing burden

a developing country

the coming recovery

the rising demand

running water.

The second use of present participle is to show an active voice carried out by the governing nouns. 7)

E.g. the founding-fathers of Indonesia

Briton-favouring Sunday trading

the Olympic-Games steering committee

the managing director

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7) Close, R.A., 1977, p. 88

When the verb is transitive, the action is not necessarily still going on. In this case, then, the tense reference is absent.

Besides the two functions of the present participle, some grammarians are of the opinion that some present participles are adjective, namely those which possess the characteristics of adjectives 8) : taking the intensifier 'very' and degrees of comparison.

E.g.        an interesting story  
             wandering feet  
             an amusing anecdote  
             those promising teachers  
             an exciting trip to Mount Bromo  
             an ever-increasing rate of interest  
             a very bewildering hodgepodge.

## 2. Gerund Premodifier

### A. Form and Order

Different from present participles, gerunds never take the postmodifier position directly after the governing noun without the use of prepositions; while present participle used as a postmodifier always comes directly after the governing nouns. Gerunds used as a postmodifier are always preceded by prepositions, mostly : for, on, about. Besides the gerunds are different from present participles in that the agent of the verb is not the governing noun; while in present participles it is the governing noun which carries

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8) Close, R.A., 1977, p. 79, and Palmer & Blanford, 1959, p. 347.



out the action of the verbs. Another difference is their positions within the noun phrases. The gerund takes the position of nouns; while the present participle takes the position of the participles.

The form and order of gerund within noun phrases can be as follows :

1) Gerund + noun

E.g. a waiting list  
a landing card  
a fishing hook  
a swimming pool  
a driving licence  
a bottle of drinking water  
the diving board.

2) Object + gerund + noun

E.g. the stamp-collecting hobby  
the fruit-picking season  
the book-selling occupation  
a weight-lifting sport  
the motor-driving licence  
elephant-training facilities.

3) Adv. + gerund + Noun

E.g. a road-cycling race  
an opensea-oil-mining tower  
the sea-surfing race

Note: prepositions which precede the adverb elements are dropped in this construction because they are included as the irrelevant components in English nominalization. 9)

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9) Bruce Fraser, 1970, p. 90

4) Instrument + gerund + noun

E.g. a machine-sewing manual  
a hand-sewing needle  
a hand-writing practice.

b. Meaning

Compared to -ing form deverbal nouns, gerunds share the same function in that both take the functions of nouns. The gerund is differentiated from -ing deverbal noun in that it still has the verbal force, such as taking adverbs or objects, or passive forms, or perfective forms; while -ing form deverbal noun only possesses the noun force such as taking plural form, or adjectives, or articles. However, when both are used as noun premodifiers, they take the characteristics of premodifier nouns. The premodifier gerund has lost its verbal force. "The gerund is still often a simple noun without any of the characteristics of a verb except its verbal meaning." 10) Another grammarian puts gerund premodifier into, "The -ing form functioning more as a noun." 11) Even Homer C. House and Susan Emolyn Harman stated, "There are, however, a number of nouns ending in -ing in the language which are derived from verbs, some of them gerunds, which are no longer felt to be verb forms but mere abstract nouns. " 12) Yet, if we still want to differentiate them we have to refer to their meanings.

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10) Curme, O. George, 1966, p. 276

11) Palmer & Blanford, 1938, p. 166

12))Homer C. House and Susan E.H. , 1950, p. 317

"To differentiate the -ing gerund form from a pure noun ending in -ing, one must rely upon the meaning of the word as it is used in a given sentence, and not upon its form. " 13)

The -ing form gerund refers to the mostly abstract nouns meaning the activity or the art ; -ing deverbal nouns refer to the mostly concrete nouns meaning "that which results from the activity of the verbs". 14) -ing form gerund referring to activities or state can be found in : 'running shoes, 'shopping centre, a 'walking stick, a 'dancing doll, a 'diving board/ -ing form gerund that refers to a kind of art is found in these phrases : problem-solving lecture, life-saving training, soul-saving stations, decision-making steps, mountain-climbing exercises. When -ing form gerund denotes a kind of art, any change of position into postmodification still keeps the objects coming as the premodifier of the -ing verbal nouns. When the objects are placed into postmodifier position, the -ing form gerund will result in generality of the verb.

c. The relationship between the gerund and the governing nouns

As a noun premodifier, gerund distinguishes the governing nouns from its other varieties, 15) denoting

i) the use/intention

E.g. running shoes

a dining room

elephant-training facilities

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13) Homer C. House & Susan E.H., 1950, p. 317

14) Quirk, 1976, p. 993 and p. 999

a new-vehicle-testing area

soul-saving stations

ii) the possessor

E.g. spending priorities

the formal teaching situation

the harvesting time

the selling price

the bargaining power

the gambling aspect

a consumer-goods-labelling process.

iii) the name of sport, job, etc.

E.g. the Indonesian rowing team

a jazz-song writing contest

a letter-writing class

the book-selling occupation

iv) coverability

E.g. a visiting distance

the walking distance

### 3. -ing Form Deverbal Nouns

There are various forms of deverbal nouns, namely nouns ending in : -ion, -ation, -ence, -al, -ing, etc. 16) Therefore, -ing form deverbal nouns are just one group among many others.

Like other nouns, -ing form deverbal nouns also possess the characteristics of nouns, such as taking participles, or plural form, adjectives, or another noun as its premodifiers. When used as a noun premodifier, their position and order, function and relationship to the governing nouns

16) Quirk, 1976, pp. 998-1000

E.g.       the cramped housing complex  
          the painting price  
          the building number  
          the rate of saving interest  
          the creative writing prize  
          the spelling error.

Although -ing form deverbal nouns are really nouns, some of them still take object premodifiers, namely those which have been hardened, whose change of position into postmodifier position still keeps the object coming before the -ing form.

E.g.       a book-keeping course  
          a poetry-reading contest

### C. Other Verb Form Premodifiers

#### a. Form.

There are few verb phrases, either finite or non-finite which take the premodifier position. 17) But except the imperative clause premodifiers, there are no sufficient data so we cannot find any regular pattern. To denote the unity of the verbal premodifiers, dashes are commonly used.

E.g.       do-it-yourself exercises  
          a take-home test  
          go-as-you-like sentences  
          a teach-yourself book  
          the would-be-followers of Jesus

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17) Curme, O. George, 1931, p. 66

his-mother-to-be Mary  
the most-run-about-guy  
the Labour Party's-would-be candidate  
our break-in point of beginning analysis  
an easy-to-understand discourse analysis  
an easy-to-understand computer dictionary  
a very-go-ahead little port  
the most-stay-at-home person

b. Order

The verb phrase premodifiers do not have any special fixed order. Mostly the phrases are transferred entirely from their original constructions and placed before the head nouns. Each of their elements are unified by dashes to make up a unit of premodifiers.

c. Meaning

The verb phrase premodifiers do not have any special meanings. Their original conceptions which are understood if used in another construction other than premodification, are transferred and applied to characterize the head nouns.

#### IV. PROBLEMS OF VERBAL PREMODIFICATION

In this chapter I will overview the problems which arose while I was discussing the verbal premodification in chapter III. There are four points, respectively:

- A. Reasons of verbal premodification
- B. Distinction between adjective and verbal premodifiers ending in -ing
- C. Distinction between gerund and -ing form deverbal noun premodifiers
- D. Reverse present participle versus straightforward present participle constructions.

I identify them as problems for several reasons. For point A, Jakarta Post provide relatively abundant participles either present or past, used as noun premodifiers; "TIME" on the other hand, provides relatively few. This fact makes me wonder what accounts for the use of verbal premodifiers. For the next two points, points B and C, I find them in the middle of sharp distinction. Point B, for example, there are verbal premodifiers which can fall either into adjectives or verbals. For point C, -ing form premodifiers : either gerund or deverbal nouns are similar in their form and function. Their distinguishing features are merging. Verbal characteristics of gerunds are already lost when the gerunds are used as noun premodifiers. What is left is only their noun characteristics. Therefore, we have to come back to their meanings.

## A. Reasons of Verbal Premodification

Generally verbal premodifiers can be changed into postmodifiers as relative clauses, or prepositional groups. These postmodifiers must be the basis of premodification for they can appear with their complete elements. However, for non-native speakers of English it is unclear when and why premodification is preferable to postmodification.

An overview study on the forms and functions of verbal premodifiers leads me to my personal conclusions :

### 1. Function viewpoint

Verbal premodifiers take the function of traditional approach adjectives, namely to modify nouns. Generally speaking, English adjectives are used as premodifiers. Since verbal premodifiers essentially function as adjectives, parts of them are given adjective positions. With this adjective position the noun phrase sounds natural and unified.

E.g.       widespread discrimination  
              increasing numbers of Haitians .....  
              the following days  
              an increased profit  
              the marketing director  
              the product-planning division.

### 2. Form viewpoint

Verbal premodifiers are all non-finite verbs or verb phrases. With this non-finiteness this construction can shorten the way of expression, at least it can drop the relative conjunctions and auxiliaries or the prepositions.



It can even use transitive verbs without objects, otherwise those verbs seem to miss something.

E.g. slowing traffic = traffic that is slowing down

easy-to-understand sentences = sentences that are easy  
to understand

shopping sprees = sprees on shopping

the following day = the day that follows a certain day

last July's rigged national referendum = last July's  
referendum that was rigged

hard-pressed Haitians = Haitians that were pressed hardly

hard-hit tourist industries = tourist industries that  
were hit hardly

a divorced Moslem woman = a Moslem woman who has been  
divorced

one government-paid job = one job that is paid by the  
government

the promised end of martial law = the end of martial  
law that has been promised by .....

the liberalizing moves = moves that liberalize .....

the surrounding black states = black states that  
surround .....

#### B. Distinction between Verbal and Adjectival Premodifiers

Some participles, either present or past, are included into adjectives. 1)

E.g. amusing

interesting

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1) Thomson, A.J., 1979, p. 245, and Quirk, 1976, pp. 242-243

surprising  
confusing  
tiring  
developed  
horrificed  
interested in  
excited.

The reason for such categorization is the fact that they already possess the characteristics of adjectives : taking the intensifier 'very' or/and degrees of comparison, and the position of general adjectives.

E.g.       an interesting old book  
            a confusing long unlogical sentence.

However, although they take the function of adjectives and already possess the characteristics of adjectives, they still have the characteristics of verbs as well : i) derived from verbs by verb **inflectional** suffixes, ii) have the corresponding active or passive forms.

#### C. Distinction between Gerund and -ing form deverbal nouns

When we discuss the two kinds of nouns ending in -ing we can differentiate them on the basis of their formal characteristics. The gerund is called a verbal noun 2) meaning a noun which possesses the characteristics of both nouns and verbs; while the other one is a so-called deverbal noun because it has lost its verbal characteristics.

However, if they are used as noun premodifiers, the gerund characteristics are already lost. Then, gerund and

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2) Quirk, 1976, p. 134

a dining room = a room for dining  
language-teaching methods = methods for teaching  
languages.

#### D. Reverse Present Participle versus Straightforward Present Participle Constructions

I include this problem on the ground that once I found some learners of English who started translating noun phrases containing reverse present participle constructions, from the object nouns forward to the verbs in -ing then to the head noun agent. Such translation was entirely the reverse to the right way, namely from the head word backward to the verbs in -ing then to the noun objects.

Such kinds of mistakes need not happen if the learners are familiarized with the formal characteristics of head noun agents in reverse present participle constructions: i) never introduced by any determiners directly because they appear at the end of the phrase; their determiners come before the whole premodifiers, or ii) possible to take -s plural ending for the countable nouns, iii) always get the phrase stress. The formal characteristics of object nouns used in the reverse present participle constructions are as follows : i) usually come directly after the articles or other determiners, ii) in general never ends in -s plural ending, because the number is neutralized in this construction, iii) unified by the verbs by hyphens, iv) never get the phrase stress.

Those characteristics are possibly unfamiliar to

-ing deverbial noun become similar in form and function. Therefore, if we still want to differentiate them we have to come back to their meanings. Quirk gives the meaning of gerund as verbal noun denoting the activity and the deverbial noun ending in -ing as the result of the activities. 3)

E.g.	I	II
	the painting price	= the price of the painting
	the building number	= the number of the building
	the cramped housing complex	= the complex of cramped housing
	the earning taxes	= the taxes of earning
	some-one's belonging value	= the value of someone's belongings

In the examples above, all of the -ing forms in the 2nd column are deverbial nouns. We can prove them by applying the noun characteristics as well as their meanings. Therefore the -ing forms in the 1st column must be deverbial nouns as well.

In the following examples, however, the -ing form in both columns are gerunds, because they denote general activities or the art or the state.

E.g.	I	II
	a letter-writing class	= a class for letter-writing
	a mountain-climbing club	= a club for climbing mountains
	mountain-climbing exercises	= exercises on mountain-climbing
	the selling price	= the price for selling ...
	a pair of running shoes	= a pair of shoes for running

3) Quirk, 1976, p. 999

the learners because these constructions do not exist in the learners' language : Indonesian. Determiners, plural markers, are not significant in Indonesian, besides the absence of this construction.

E.g.           The Briton favouring Sunday trading  
                  the trend-setting modes  
                  satisfaction giving features.

The above examples follow this constraint :  
N obj. + present participle + N subj as the head. But they are also at a glance similar to this constraint :  
N subj. + present participle + N obj. which is already recognized because it has been discussed in the adjectival clauses, so that they arrive at these interpretations :  
'The Briton favouring Sunday trading = The Britons that  
  favour the Sunday trading'  
'The trend setting modes = the mode that sets trends'  
'Satisfaction giving features = satisfaction that gives  
  features'.

These interpretations cannot easily be judged wrong because as seen in the examples, they seem logical. Only when we refer to the original context, we will notice that those interpretations are wrong, because they may distract the contents of the discourse.

## V. TEACHING PROCEDURES

Teaching procedures presume the enrolment of goals, materials, and methods. Each component does not stand by itself, separated from the others. Those three components are interrelated one to the other. In this chapter we deal with the three components respectively. The first section deals with the goals of English language teaching and the principles which must be followed. The second section focuses on the materials, namely verbal premodifiers related to the level of learners. The next suggests the alternative methods.

### A. Goals and Principles

Teaching activities must follow the goals and principles as the orientation.

The goals of English language teaching is to make the learners able to communicate in English. These goals for communication are different from one country to another in the sense of a different emphasis. A country with English as the mother tongue will put stress on different English language teaching goals from those countries where English is spoken as the second language. Similarly, in a country where English is treated as a foreign language, different goals with different stresses will be imposed.

English teachers must know the goals and emphasis of English language teaching in the country where they themselves serve. What and how they teach must go along with

the national goals of education of the country. English teaching as one component in order to meet those national goals of education, therefore, must have its own goals.

In Indonesia where English is treated as the first foreign language, the goals are set as follows according to the order of importance :

1. Reading English textbooks that are still frequently used in universities.
2. Attending and understanding lectures given in a foreign language (English).
3. Writing notes using the foreign language in class.
4. Introducing Indonesian culture to other countries.
5. Communicating with foreign teachers and students as well as foreign people in general. 1)

The goals set-up according to importance and priorities, seem to contradict the audio-language approach which puts listening before speaking, followed by reading and writing respectively. 2)

However, we can handle it by assuming that oral introduction as meant by Robert Lado has been given enough until the level of the third year of SMA or the first years of tertiary level because they have learnt English for about 5 to 6 years. By so-doing, we can step forward to reading because the students/learners already have a sufficient basis to start reading. Otherwise, we always have to start from the beginning all the time.

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1) Surat Keputusan Menteri Pendidikan dan Kebudayaan 096/ Dec. 12, 1967

2) Lado, R. 1948, p. 50

## B. Teaching Material

### 1. Level of Students

This study is directed to the level of the third form of SMA or the first year of tertiary level. This study is extended to the level of the first year of tertiary level because not all items discussed in this study are covered in "GBPP SMA". Only present participle and gerund premodifiers are included in the "GBPP SMA Kurikulum 1975 and 1984". There are still left "past participle, finite and non-finite verbal phrase, and -ing form deverbal noun premodifiers" which are not included in the two "GBPP"-s. The second reason for extending the level of students is that the -ing form, either as present participle or gerund, is limited to single -ing form without its possible premodifier components.

### 2. Verbal Premodifiers in "GBPP SMA Kurikulum 1975 and GBPP SMA Kurikulum 1984"

According to the Curriculum 1975 and Curriculum 1984 the premodifier verbals which must be taught in SMA are limited to gerund and present participle. The general instructional objectives as outlined in the Curriculum 1975 are as follows :

- 1.115 The students possess the knowledge about gerund and present participle of English
- 3.15 The students can precisely differentiate and use gerund and present participle of English
- 5.15 The students are accustomed to gerund and present participle and to the differences between the two. 3)

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3) Kurikulum SMA 1975, Bahasa Inggris, Buku IID2



Curriculum 1984 outlines the general instructional objective of the same topic as follows :

9.1. The students can classify, and interpret, and apply the use of gerund and present participle in a sentence. 4)

In both curricula 1975 and 1984 gerund and present participle premodifiers within noun phrases are put in semester 6 as the last topic.

### 3. Which Verbal Premodifiers Have Been Tested and Taught ?

The success of a learning-teaching process is sometimes measured based on the result of tests given at the end of a unit time: final semester test, formative test, final examination (EBTANAS), or even at the entrance test for the higher level of education (SIPENMARU). If it is the case, the teacher is forced to teach the materials limited to what has been stated by the test-makers and to what has been tested in the previous tests with the methods that can familiarize the students with the types of tests. This test influence upon the learning-teaching process is called "the Back-wash Effect or Wash-Back Effect". 5)

If the back-wash effect really happens in Indonesia, what is taught in SMA will be limited to what will be tested. The same case will happen to the English subject. What is taught by English teachers is limited to what will be tested either in EBTANAS or SIPENMARU, disregarding what

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4) GBPP SMA Kurikulum Bahasa Inggris Kelas III A3, Sem. 6 (Kurikulum 1984)

5) Heaton, J.B., 1975, p. x

should be taught according to "GBPP SMA" either according to "Kurikulum 1975" or according to "Kurikulum 1984" including the verbal premodifiers.

**Have** verbal premodifiers been tested in EBTANAS or SIPENMARU ? EBTANAS 1985 (national final examination 1985) and SIPENMARU 1986 (state universities entrance test 1986) for which the material must be based on GBPP SMA Kurikulum 1975 did not cover verbal premodifiers. 6)

Since verbal premodifiers, even gerund and present participle premodifiers - the only two verbal premodifiers covered in Kurikulum 1975 and Kurikulum 1984 - were not tested, they may not be taught in Indonesian senior high schools. My SMA English teacher did not teach us verbal premodifiers either. But, although they are not tested or taught, I find them important and necessary in reading. That is the reason I take them as the topic of my study.

#### 4. Where Are Verbal Premodifiers Found ?

Oral and daily speech tends to be short and simple. On the one hand the speaker's time is limited to produce and arrange long and complicated utterances. On the other hand the listener will understand more easily relatively short and simple speech rather than if it is long and complicated. Therefore, verbal premodifiers with their possible complete components are more easily found in written English.

To close this section we may summarize that verbal premodifiers in this study are intended for learners of

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6) EBTANAS SMA 1985 Bahasa Inggris and SIPENMARU 1986

English at the third form of SMA or the first year of tertiary level with the priorities on written-English understanding.

### C. Methods

Knowing the orientation of English language teaching in Indonesia, we have to choose which methods should be used in order to achieve the goals of English instruction. There are some methods which can be applied to the reading oriented teaching. For this discussion I choose Reading, Translation, and Grammar methods as the most suitable methods to meet the goals.

#### 1. Reading Method

According to the traditional approach, the primary form of standard language is the written one because it varies less than the spoken one. 7) Consequently, reading and writing are more important than listening and speaking. Different from the traditional approach, the structural approach stresses that listening and speaking skills are more important because they consider that language is primarily spoken. 8) Assuming that in Indonesia, English is primarily written, especially in our educational institutions and that the third form of SMA or the first year of tertiary level students are already sufficiently acquainted with oral introduction in English, the use of Reading Method is justifiable.

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7) Roulet, Eddy, 1975, pp. 5-9. Cf Harsono, A. p. 1

8) Clifford H. Prator, in AMT TEXTS I, p. 18

There are varieties of terminologies associated with reading : silent reading, reading aloud, intensive reading, extensive reading, skimming reading, scanning reading, and critical reading. The last three reading terms are based on information the reader intends to get. Based on this very information to get, we will discuss skimming, scanning, and critical reading in more detail.

a. Reading-for-information techniques

i) Skimming 9)

In this reading technique the readers are expected to grasp the outline of the reading passage. Questions on the main points of the passage, therefore, will be very helpful. To elicit the readers' understanding, they must answer the questions. However, when composing the questions we must be careful so as not to make questions the answers of which the learners can give easily by merely copying from the text entirely without any previous understanding.

ii) Scanning 10)

The main difference between skimming and scanning is on the information expected to be gained by the readers. In skimming it is the outline of the passage which must be traced; while in scanning it is the specific points found in the text, which must be traced. These points may not make up the main points of the passage.

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9) Heaton, J.B., 1975, p. 124

10) Ibid

### iii) Critical Reading

Critical reading is the one for which the readers are expected to give critical response, assessment, or comments on the contents conveyed by the passage.

In skimming and scanning reading, the main purpose is to make the learners acquire the information which is found in the passage. In these reading techniques, therefore, the guiding questions start with How, What, When, Who, Yes/No, or mere informative Why, all the answers of which do not invite the learners personal response. Questions for critical reading, therefore, must start with Why, How do you, or What is your opinion ? of which the answers cannot merely be found in the passage. 11) In this critical reading, therefore, passage comprehension is already assumed to be no-longer a problem for the readers.

b. Which reading technique is suitable to elicit the verbal-premodifier understanding ?

Among the three reading techniques, only scanning reading is favourable to elicit the understanding of these grammar points. This scanning reading for grammar points seems to contradict the ultimate purpose of reading : receptive communication. 12) However, since these grammatical points comprise few out of many grammar components and failure to understand them will result in imperfect receptive communication, scanning reading to elicit grammar points is acceptable.

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11) Indriani, Arief, M.I. Dra., 1983, pp. 3-5

12) Widdowson, 1979, p. 80

### An example of scanning reading technique for grammar points

Context will help much for a given passage interpretation including the grammatical point interpretation. In this example, however, the context provided is limited to the level of loose sentences in the hope that those loose sentences will provide sufficient context for the easier interpretation.

#### Steps :

1. Extract the selected sentences.
2. Compose questions to elicit the grammatical items.  
Put these questions following the selected sentences.
3. Give these pairing sentences and questions to the students.
4. After the students have read the sentences, ask them to answer the questions that follow each sentence. First language use should never be discouraged. 13) Answers should be in the short forms.

There are two reasons accounting for the use of the first language : i) when reading in the target language the students still comprehend the passage in their own language by translating it in their brains. 14) ii) The use of first language will ease the students especially in formulating the answers. On the contrary, the use of the target language will result in tension (and an inferiority complex as well) for they are usually demanded to construct their answers in structurally correct sentences, or otherwise, though notionally meaningful,

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13) Indriani, Arief, M.I., Dra., 1983, p. 10

14) Lado, Robert, 1964, p. 134

their answers are judged to be incorrect due to incorrect structure. Of course, this use of the first language is acceptable only when the main purpose of the instruction is Reading with Understanding, like in Indonesia, as has been reviewed in the previous section.

Read the following sentences. Pay close attention to the underlined phrases. Based on the underlined phrases, answer the questions that follow each sentence.

A. Present Participles

1. The ever-growing burden of farm spending makes up two-third of the European community budget.

Why does the farm spending become a burden ?

(Karena biaya untuk pertanian itu semakin membesar)

2. The success of the development program is so much supported by the untiring labor.

Is the labour hard-working ?

(Ya)

3. The rising world oil demand benefits the oil-producing

Does the world oil demand get higher and higher ?

(Ya)

4. Presiding judge B.E.D. Siregar said that Erlangga was convicted of undermining the government.

Who led the trial over Erlangga ?

(B.E.D. Siregar)

5. Seoul-Olympic-Games steering committee refused North Korean's demand.

Will the committee steer the running of the Olympic Games ?

(Ya)



6. A continuous two-day rain and flooding rivers in Yugoslavia destroyed 16.000 hectares of cropland last week.

Did the river flood ?

(Ya)

7. To make a faint person get back his consciousness, give him a sharp-smelling substance on his nose to be sniffed.

How should the substance be ?

(Berbau keras)

8. Marisa Grace Haque is a good-looking film actress.

Is Marisa Grace Haque an actress for looking goods ?

(Bukan)

9. Both Thai and Malaysian officials see the agreement as the best solution to the long-standing dispute.

Has the dispute been standing for a long time ?

(Ya)

10. Oil-producing countries, joined in the OPEC, are paralysed by sharp shock of the oil prices.

Does each country, joined in the OPEC, produce oil ?

(Ya)

#### B. Gerund

1. The selling price of this product can change at any time depending on the market demand.

Is it the price that the producer of the product sell ?

(Ya)



2. Unable to forget his defeat, the athlete took two sleeping tablets altogether.

What effect did the athlete expect from the tablets ?

(Dia mudah tertidur.)

3. The three-day-meeting decisions must be obeyed by all who attended the meeting.

When were the decisions taken ?

(Dalam rapat yang berlangsung tiga hari itu.)

4. The 5000 square meter area will be developed into a four-storey shopping centre.

What will people visit the centre for ?

(untuk berbelanja)

5. The life-saving training for the ship-crew will be held for two weeks.

What is the training about ?

(Tentang usaha-usaha penyelamatan penumpang dalam suatu kecelakaan laut)

6. A great number of the visitors doubt the power of the wishing well.

What do people visit the well for ?

(untuk memohon sesuatu)

7. The gambling aspect has to be exterminated by means of heavy sanctions.

What is the aspect about ?

(aspek perjudian)

8. The drug-taking danger is obviously clear to us.

What does the danger result from ?

(minum obat)

9. The tailor bought a bundle of machine-sewing needles.

What would he do with those needles ?

(menjahit dengan mesin)

10. The decision-making conference has run for three hours, yet no single decision is made.

What is the conference for ?

(untuk membuat keputusan-keputusan)

### C. Past Participles

1. The Revolutionary Council retains an office in Damascus and training camp in Lebanon's Syrian-dominated Beeka Valley.

What do the syrians do over the Beeka Valley ?

(menduduki kampung itu)

2. President Ronald Reagan lashed out the Soviet-armed ANC guerilla troops.

Who provided arms for the guerilla troops.

(Soviet)

3. At the same time Ronald Reagan urged South Africa's President B.W. Bootha to release Nelson Mandela, the jailed leader of the outlawed African National Congress. Is Nelson Mandela a prisoner ?

(Ya)

4. On Recent Sunday Peter Heffron, the manager of the Leather Rat, look about his store with a satisfied smile.

How did Peter Heffron feel ?

(Merasa puas)

Cross the letter T if the statement that follow each sentence is, according to the reading text, right and F if it is wrong.

5. President Ronald Reagan was urged by the congress to withdraw his failed and lonely policy about economic sanctions upon South Africa.

(/F) The results which have been expected from the policy are not achieved.

6. In a nationally-televised session of Parliament, Pakistan's President Muh. Zia ul-Haq proclaimed an end of 8½ years of martial law.

(/F) All governmental television stations must have broadcasted the end of the Pakistan's 8½ years of martial law.

7. Benazir Bhutto, the self-exiled leader of the largest opposition party, said the move as an act of political camouflage.

(T/) The government of Pakistan exiled Benazir Bhutto.

8. Weismann disputed a widespread media contention.

(/F) The media contention has been publicly known.

9. The sharp decreased profits for the last nine months have made the bank lose its liquidity.

10. Racially motivated violence showed no sign of ending.

(T/) Racism was not the source of the violence.

Answer the questions that follow the statements in short forms. Your answers must be based on the underlined phrases.

D. -ing Form Deverbal Nouns

1. The building number is too small, no one can read it from a 20 meter distance.

Does the building have a number ?

(Ya)

2. Human being nature is distinctly seen in the brain intelligence.

Do you have the nature as well ?

(Ya)

3. Affandi's painting collections are kept in his museum.

What do you find in the collections ?

(Lukisan-lukisan Affandi)

4. The rapid inflation surpasses the rate of saving interests.

What interest is it ?

(bunga tabungan)

5. Your offering value in the eye of God is not measured from its amount but from your sincerity.

What is valued than

(Kerelaanmu dalam menghaturkan persembahan itu)

6. The blessing impact upon us will be visible only if we realize it.

Which impact is expected from ?

(dampak dari berkat itu)

7. The housing residents are of the middle class.

What do they reside on ?

(perumahan)

8. The cramped housing problems are seriously discussed.  
How is the condition of the housing ?  
(berjejal-jejal)
9. No one can doubt your belongings value.  
What do you have to be valued ?  
(Harta milikku)
10. My creative writing prize is a book on fiction-writing theory.  
Was my writing based on statistical data ?  
(Tidak)

#### Other Verb Form Premodifiers

1. Prior to the begettal and birth of Jesus, God said to Jesus' mother-to-be Mary by his angel.  
Who was Mary then ?  
(Calon ibu Jesus)
2. Jesus reminded his-would-be followers three times that they had to bear their own cross.  
Are we included in that group ?  
(Ya)
3. The woman probably breaks the record of the most-stay-at-home person.  
Where does she spend her life time ?  
(Di rumahnya)
4. I never understand thoroughly this teach-yourself book.  
Does anyone help you to understand the book ?  
(Seharusnya tidak perlu ada orang lain yang membantu)
5. I never do those do-it-yourself exercises given by our teacher.  
Does your teacher allow you to do the exercises together with your friends ? (Tidak)

6. In a take-home test it is difficult for the teacher to control whether the testees work independently or not.

Where do the testees do the test ?

(Di rumah masing-masing)

7. Teachers cannot launch go-as-you-like sentences to exemplify their lessons.

Is there any restriction on how the sentences should be made ?

(Tidak ada)

8. I often enthusiastically look up terms found in my computer course in an easy-to-understand computer dictionary.

Do you think you will learn the terms in the dictionary easily ?

(Ya)

## 2. Translation Method

Translation can be done in two ways. The first is from the learner's own language into the target language. The second one is its reverse, from the target language into the learner's own language. For the purpose of language teaching, however, the main goal of which is understanding written language form, only the second type translation can be appropriate.

Good translation requires both the mastery of the second language patterns and vocabulary to grasp the contents of the discourse in the second language as well as its way of expression in the first language. Good translation should never be carried out in word for word or phrase for phrase but should be sentence for sentence. 15)

However, for the purpose of checking the understanding of a certain pattern, phrase for phrase translation must be acceptable because correct phrase for phrase translation has already reflected the understanding of the pattern. In this case good translation in the sense of transfer of information of a certain discourse in the target language into the learner's language can be put aside first or done later as a separate skill course. 16)

With the precise understanding of the certain construction the learner will tend to find the parallel expression in his own language. Sometimes, however, the learner will not immediately be able to identify whether certain construction be a present participle or gerund, a passive past participle

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15) Handoko, Ardi Y., 1986, p. 2

16) Lado, Robert, 1964, p. 54

or active past participle, due to his unfamiliarity to the words taking the positions of verbal premodifiers. To cope with this problem, therefore, the use of dictionary should never be discouraged.

#### An example of Translation Method

Translate these phrases !

##### A. Present Participles

1. a living corpse  
(mayat hidup)
2. a growing waiting list  
(daftar antrian yang semakin panjang)
3. the surrounding areas  
(daerah-daerah sekitar)
4. developing countries  
(negara-negara sedang berkembang)
5. the rising demand for non-oil commodity  
(permintaan yang semakin besar akan komoditi non-migas)
6. Seoul-Olympic-Games-organizing committee  
(panitia penyelenggara pesta olah raga Olimpiade di Seoul)
7. the most-far-reaching consequences  
(konsekwensi-konsekwensi yang berjangkauan sangat luas)
8. the seat-flowing music harmony  
(keselarasan musik yang mengalun manis)
9. life-giving water  
(air yang memberi kehidupan)
10. satisfaction-giving features  
(ciri-ciri khusus yang memberikan kepuasan)



## B. Gerunds

1. a problem-solving lecture  
(kuliah mengenai pemecahan masalah)
2. man's earning responsibility  
(tanggung jawab lelaki untuk mencari nafkah)
3. a mountain-climbing club  
(suatu klub pendakian gunung)
4. a decision-making conference  
(suatu konferensi untuk membuat keputusan-keputusan)
5. a victim-hijacking rescue  
(suatu usaha untuk membebaskan korban pembajakan)
6. a sun-bathing beach  
(pantai untuk bermandi matahari)
7. a wishing-well  
(suatu sumur untuk memohon sesuatu)
8. a church-going habit  
(suatu kebiasaan pergi ke gereja)
9. flour-mixing machines  
(mesin-mesin untuk mencampur tepung)
10. a diving board  
(sebuah papan untuk meloncat dalam olah raga loncat indah)

## C. Past Participles

1. the increased spending on farming expense  
(pengeluaran yang sudah naik untuk biaya pertanian)
2. a crowded class  
(sebuah kelas yang penuh sesak)

3. Portuguese-born Dutch citizen  
(seorang warga negara Belanda kelahiran Portugis)
4. a communist-influenced party  
(suatu partai yang terpengaruh oleh komunisme)
5. a seriously damage sailing-ship  
(sebuah kapal layar yang sudah rusak berat)
6. a torn T'shirt sleeve  
(satu lengan kaos oblong yang sudah robek)
7. a beautiful grown-up girl  
(seorang gadis dewasa yang cantik)
8. those elected representatives on the republic  
(wakil-wakil yang terpilih di republik itu)
9. the well-developed country  
( negara yang sudah berkembang baik)
10. flood-swept-housing ruins  
(reruntuhan rumah yang tersapu oleh banjir)

#### D. Deverbal Nouns

1. the building number  
(nomor rumah)
2. human being nature  
(sifat manusia hidup)
3. Affandi's painting collection  
(koleksi lukisan-lukisan milik Affandi)
4. the rate of saving interests  
(laju suku bunga tabungan)
5. Your offering value  
(nilai dari persembahanmu)

6. the blessing impact  
(dampak dari berkat itu)
7. the housing residents  
(penghuni-penghuni perumahan itu)
8. the cramped housing problems  
(masalah-masalah perumahan yang berjejal-jejalan)
9. your belongings value  
(nilai dari harta kekayaanmu)
10. my creative writing prize  
(hadiah untuk karangan kreatifku)

#### E. Other Verb Phrases

1. Jesus' mother-to-be Mary  
(Maria, calon ibu Jesus)
2. Jesus' would-be-followers  
(para calon pengikut Jesus)
3. the most-stay-at-home person  
(orang yang paling lama tinggal di rumah saja)
4. a teach-yourself book  
(sebuah buku untuk belajar sendiri)
5. those do-it-yourself exercises  
(latihan-latihan yang harus dikerjakan sendiri)

### 3. Grammar Method

Structuralists opposed the traditionalists' prescriptive grammar by stating that "Language is what native speakers say not what one thinks they ought to say. Therefore, teach the language, not about the language". For that reason, the teaching of grammar is discouraged. 17) "Grammar is to be learned not to be learned about." 18) The teaching of grammar separately from communication will result in inability to use the language, but only in knowing about the language instead.

However, since a language is a system, its system must be let understood to the learners. Letting the learners know the system will make them able to produce their own language form as prescribed by the grammar. In this view the teaching of grammar is justifiable although to some degree it deviates from the ultimate purpose of communication with a language. So the language is merely an instrument, not an end.

However, views on the teaching of grammar are, the teaching of grammar is still needed in order to provide the students with language competence in the target language. So the verbal premodification can be approached through grammar method as well.

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17) Clifford H. Prator, p. 18 in AMT Texts I, selected by J. Bismoko, IKIP Sanata Dharma, 1978

18) Chapman, L.R.H., in Introduction to Methods, edited by J. Bismoko, IKIP Sanata Dharma, 1976

## An example of Grammar Method

Make new sentences by using the underlined words !

### A. Present Participles

Example : The parents rear their only child.

They are child-rearing parents.

1. I enjoy seeing the cheering of the child. The child is playing.  
(The playing child is enjoyable to see).
2. No bus is willing to past this road because the road is so dangerously winding.  
(This winding road is very dangerous for buses.)
3. The mother feeds her baby with her breast.  
(The breast-feeding mother loves her baby very much.)
4. The government keeps pressing the class of people who work with their hands.  
(The working class is always under the government's pressure.)
5. The number of youth's suicide in Japan is increasing.  
(The increasing number of youth's suicide in Japan concerns the Japanese government.)

### B. Gerunds

Example : I wish for an excellent gift from this well.

It is a wishing well.

1. The children are swimming in the pool.  
(This swimming pool is so deep.)
2. I bought three needles here. Now I am sewing my trousers with the needles with my hands.  
(They were hand-sewing needles.)

3. The government provides facilities for training young cadres.

(The young cadre-training facilities have been provided by the government.)

4. The supervisor watch the situation in which the history teacher was teaching his class.

(The teaching situation was so much unsupporting for the learning-teaching process.)

5. The committee runs a public contest. I join the contest by sending my creative writing.

(The public creative writing contest has been publicly known.)

#### C. Past Participles

Example : The government surrenders to the law tightly held by the local people although the law has not been written yet.

It is an unwritten law.

1. The merchant makes a profit. Since last month this profit has increased.

(It is an increased profit.)

2. Your opposant gave you an argument which you did not expect at all.

(It was an unexpected argument, wasn't it ?)

3. I bought a pair of used jeans. Their pockets have been torn.

(The torn poekets cannot be mended.)

4. The government start carrying out its program. The program has become widespread all over the country. (The widespread program is so much supported by the scientists.)
5. I did not find my money. I lost it this morning. (The lost money amounts \$ 25.000,-)

Change the position of the -ing form into postmodifier position !

Example : the building number = the number of the building

1. human being nature = nature of human being
2. Affandi's painting collection = the collection of  
Affandi's paintings
3. the blessing impact = the impact of the blessing
4. your belongings value = the value of your belongings
5. my creative writing prize = the prize of my creative  
writing.

#### E. Other Verb Phrases

The other verbal phrase premodifiers are found very limited in number based on the data available. According to the data, there is not found any regular pattern. As a consequence, these verbal phrase premodifiers cannot be approached through the grammar method.

## VI. CONCLUSIONS

In previous chapters we have identified the system of English verbal premodification. To end our discussion, we can draw some conclusions:

English verbal premodification is productive, especially with gerunds, present participles, and past participles. English verbal premodification has no parallel construction in Indonesian. In Indonesian premodification within a noun phrase is only possible with articles and quantifiers. Verbal premodification, thus, does not exist.

Secondly, the common term 'gerund' is usually defined as -ing verb functioning as a noun. A.S. Hornby defines 'gerund' as -ing form of an English verb when used as a noun. 1) Similarly Webster defines 'gerund' as the present participial form of a verb used as a noun. 2) Both dictionary-makers give the similar definitions of gerund, namely -ing form verb. For gerunds which still keep their verbal force - besides their noun force - those definitions are appropriate. However, in the case of premodifier gerunds, the definitions can be misleading because these kind of gerunds have left the verbal force, so that to differentiate premodifier gerunds from -ing form deverbal nouns we have to refer back to their meanings, not to their formal characteristics.

Thirdly, the use of passive participles in place of passive participles is not always right because there are some past participles which are not passive voice verbs

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1) Hornby, A.S., 1974, p. 359

2) Webster, 1957, p. 359



but perfective intransitive verbs. Therefore, the term passive participles can be misleading too.

Concerning the application of this study to English language teaching in Indonesia, I take two points worth noting. First, not all verbal premodifiers are included in both Curriculum 1975 and Curriculum 1984. Only the -ing form verbal premodifiers are covered in both Curricula 1975 and 1984. And they must be taught only in semester 6 as the last topic. But unfortunately, these verbal premodifiers do not appear in EBTANAS and SIPENMARU TEST so I dare say that they are quite possibly not taught in SMA.

In the Curriculum too, we find that the examples of verbal premodifiers which must be taught are limited to intransitive verbs or transitive verbs but without their possible premodifiers such adverbs or objects. The past participle premodifiers, however, are not included in the curriculum, whereas these past participle premodifiers are also productive like the -ing form verbals. Since the three verbal premodifiers are productive, I consider them essential, especially for reading activities. Therefore, although not all these verbal premodifiers are included in the curriculum, actually all of them should be included in English language teaching in our senior high schools.

To approach the verbal premodifiers, we can adopt reading, translation, and grammar methods although in all the three methods, as I exemplified, the focus is on the language pattern, not on the language use. I suggest this based on my assumption that perfect comprehensive reading is only possible if the language pattern is understood.

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