



**ANALYSIS OF TYPES OF NOUN IN ICE AGE 5 MOVIE SCRIPT AND
IT'S CONTRIBUTION TO TEACH VOCABULARY**

Submitted of partial fulfillment of requirements
For the degree of *Sarjana Pendidikan* in English

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MOVIE SCRIPT AND ITS CONTRIBUTION TO TEACH
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I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other researcher's opinions or findings included in the final project are quoted it incited in accordance with ethical standards.

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MOTTO

***BE STRONG A HUMAN, BECAUSE I DESERVE TO CREATE HAPPINESS
FOR MY SELF***

“ASMARA K.A”

DEDICATION

This final project is dedicated to:

1. My beloved parents, Teguh Ujianto and Supatmi who always take care of me, support, prayers, and you are inspiration to reaching my success.
2. Myself, for being strong and doing a great job. Love me unconditionally.
3. My beloved sister Arumndalu Febri Hapsari , Deddy S. W and my nephew F. Razka. W who always support me and give me everything.
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6. All of my friends English Department Study Program 2017.

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Semarang, February 2021

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ABSTRACT

Ansa, Krida Asmara 2022, *Analysis of Types of Noun in Ice Age 5 Movie Script and It's Contribution to Teach Vocabulary*. Final Project, English Study Program, Faculty of Language and Arts Education, Universitas PGRI Semarang. Advisor 1: Drs. M Wahyu W., M.Pd., Advisor 2: Ajeng Setyorini,S.S., M.Pd.

This study is about to analyze types of noun in Ice Age 5 Movie Script and Contributed to Teach Vocabulary. The writer focuses on analyzing of noun phrase in Ice Age 5 Movie Script to Contributed Vocabulary. This study was qualitative which analyzes the types of noun or noun phrase in Ice Age 5 Movie Script. This study aims to investigate the types of noun in Ice Age 5 Movie Script and the most dominant noun phrase that appear in the script. From the result obtained, several types of noun in movie script found. There are inform with 1 category of the same noun and 2 category

Keywords: Types of Noun, Analysis, and Movie Script.

TABLE OF CONTENTS

APPROVAL	i
DECLARATIONii
RATIFICATIONiii
DEDICATION	iv
MOTTO	v
ACKNOWLEDGMENT	vi
ABSTRACTviii
TABLE OF CONTENTix
LIST OF APPENDICES	x
CHAPTER I: INTRODUCTION	1
A. Background of the Study.....	1
B. Reason for Choosing the Topic.....	3
C. Statements of the Problem.....	3
D. Objectives of the Study	4
E. Significance of the Study	4
F. Definition of Key Terms	5
G. Outline of the Study	7
CHAPTER II: REVIEW OF RELATED LITERATURE	9
A. Review of Literature Theories	9
1. Grammar	9
2. Traditional Grammar.....	11
3. Structural Grammar.....	12

4. Transformational Grammar.....	12
B. Previous Studies	36
CHAPTER III: RESEARCH METHOD.....	39
A. Research Design.....	39
B. Object of the Study.....	40
C. Source of Data.....	40
D. Method of Data Collection.....	40
E. Method of Data Analysis	41
CHAPTER IV: RESEARCH FINDING AND DISCUSSION.....	42
A. Research Findings	42
1. Noun Phrase	42
a. Noun Phrase Found in Ice Age 5 Movie Script in Table 4.1	42
b. Explain Each Name of the Noun Phrase.....	43
2. The Most Used Noun Types in Ice Age 5 Movie Script in Table 4.2.....	49
B. Discussion.....	49
CHAPTER V: CONCLUSION AND SUGGESTION.....	51
A. Conclusion	51
B. Suggestion	52
BIBLIOGRAPHY	53
APPENDICES	56

CHAPTER I

INTRODUCTION

This chapter presents introduction consisting of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, definition of the key terms, and outline of the study.

A. Background of the Study

Ice Age 5 Movie Script one of the animated movies made with a 2016 American stereoscopic computer produced by Blue Sky Studios. It is the fifth installment in the ice age film series and a sequel to the 2012 film Ice Age.

English is one of international language that used by almost all country to communicate with other people from another country. In Indonesia, English is one of the compulsory subjects in school, for example in Junior High School and Senior High School. So English has important role in education in Indonesia. Learning in English for now must be fulfilling multiple skills in between (speaking, listening, writing, reading). Vocabulary is one of the important aspects in learning English. According to Cristal, David (2001) “vocabulary is words in general, words known and used by one person. So, the vocabulary can support all the aspects of English learning to communicate to express the ideas. We can see from our example sentence that words play different roles in a text. They fall into one of four different word classes: noun, verbs, adjectives, and adverbs.

Many words are classified as belonging to more than one - word class. The word book, for example, may be used as a noun or a verb, while the word

rapid can be used as an adjective or an adverb: It's a fascinating book. (noun), We should plan a vacation as soon as possible. He enjoys driving fast automobiles (verb). Don't drive that quickly! (Adjective), (adverb).

Importance of using appropriate word classes to make meaningful sentences. Importance to makes meaningful sentences in creating text, especially in formal and academic text.

In the movie Ice Age 5 for sentence use in dialogue on the script, and contains several other grammatical component. Grammatical component have several element Word order. Word order the most crucial aspect of what is known as syntax is word order punctuation. Another important aspect of syntax is punctuation. 3 Aspect and tense 4 Determiners are used. 5 Connectors are used.

Movie is about an audiovisual literary work that contains a plot, story, place, and displayed in various electronic sources such as television and motion picture. According to Hornby (1995: 434) defined a film is a collection of moving images that may be viewed on television or in a theater. According to Microsoft Encarta (2008), a movie or film is a collection of images projected onto a screen to provide the sense of motion. This movie very interesting for the plot the story, place, all the character, and there are many lessons we can take from this movie, because this movie contains grammatical components that can increase vocabulary in the language. The dialogue contains several elements or types of nouns that can be analyzed and used the final research, from the dialogue we can find out which is a noun or a phrase of nouns.

This research or analysis took only the dialogue of the main character as a data, from the dialogue of the main character the writer to find out which parts can be used for the data processing in research on movie. The writer focuses on the dialogue the main character, because the main character was very interesting to analyze. The script of the movie was the main source of the data, and the script of the movie took

B. Reason for choosing the topic

This study is entitled “An analysis of Noun used in “Ice Age 5” Movie Script and its Contribution Vocabulary Building” The researcher chooses the study for several reasons:

1. Analyzing nouns in movie script is very important so that we understand the storyline and easy to understand.
2. Noun used in movie script will be able to develop the language skill such as: listening, speaking, reading and writing.
3. Ice Age 5 Movie Script one of the animated films made with a 2016 American stereoscopic computer produced by Blue Sky Studios.
4. The research wants to tell that the analysis of the use of nouns in movie script is very useful and is closely related to vocabulary development to understand meaning of movie’s story.

C. Statement of the Problem

Based on the explanation of the introduction above, the researcher decided the following statements below:

1. What types on noun are found in the “Ice Age 6” movie scripts?

2. What is the most used noun type found in “Ice Age 6” movie script and its Contribution to Vocabulary Building teaching material?

D. Objectives of the Study

Based on the background study and the problem statements above, the researcher wants to analyze the An analysis of noun used in “Ice Age 6” movie script and its contribution to teach vocabulary building :

1. To find out types of noun used in “Ice Age 6” movie script and its contribution to teach vocabulary building.
2. To find out the most used noun type in “Ice Age 6” movie script to teach vocabulary building.

E. Significances of the Study

The researcher hopes that the result of the research can be useful for the analysis noun, movie script, contribution vocabulary building, and the researcher:

1. Noun types

The researcher hopes that the result of the research can encourage the audience to understand the content of the story with noun in movie script.

2. Movie script

After the researcher analyzed this movie script about noun, noun in movie script useful to helped the researcher to analyzed and to distinguish what noun are used in movie script.

3. Contribution Vocabulary building

Contribution vocabulary building very much related with noun and other components. Vocabulary is important because understanding the words

allows the listener to experiment with how they might be used to communicate ideas, feelings, and conversation.

4. The researcher

The researcher hopes this research give a real experience in daily practice to improve vocabulary.

F. Definition of Key Terms

Defining the key terms is needed to make the content of this final project can be understood well and also avoid the mistakes in interpretation of terms.

The researcher needs to clarify the key terms as follow:

1. An Analysis Noun

An analysis noun used to found word which is contribution to teach vocabulary building. Noun is defined about as the creation of new knowledge and new vocabulary. According to Merriam Webster is nouns are the most prevalent sort of word in most languages, including English. A noun is a word that represents something (a book), a person (Betty Crocker), an animal (a cat), a place (Omaha), a quality (softness), an idea (justice), or a behavior (reading) (yodeling). Cake, shoes, school bus, and hour and a half are examples of nouns that are usually a single word. According to Frank (1972) and Lado (1979) concept. In this case, data classification and description, the kind of nouns explained as follows: proper noun, concrete or abstract noun, countable or non-countable noun and collective noun.

2. Movie Script

A movie script is a piece of writing created specifically for a film or television show. Movie scripts can be original works or adaptations of already published works. Movie script usually includes not only the characters' dialogue but also a summary of the plot. The action of the film is outlined frame by shot. It may make it easier for students to learn reading and describing the screenplay. After the researcher analyzed this movie script about noun, noun in movie script useful to helped the researcher to analyzed and to distinguish what noun are used in movie script. And in the movie script can also has several advantages and disadvantages:

- a. Reading a film screenplay can benefit students with more than just fluency. Students acquire confidence in their abilities to read aloud as they engage in Reader's movie script.
- b. Movie scripts are simple to use and do not require much preparation. Reader's movie script is not meant just to be entertainment; it is a strategy for improving reading skills in a student-friendly way.

Disadvantages:

The disadvantages of employing a movie screenplay as a reading medium include the possibility of negative consequences for the readers. Taylor discovered that groups who did not utilize the movie script performed much better than groups that used the movie script in his three-and-a-half-year study of Spanish students.

3. Contribution Vocabulary Building

Contribution vocabulary building very much related with noun and other components. Vocabulary refers to the word and phrase that people know and use. It conclude and understanding of how word work in relation to each other and within specific context. The importance of vocabulary in language learning cannot be overstated. Learning to read, talk, write , and listen requires a strong vocabulary. People can't successfully communicate and express their feelings in verbal or written form if they don't have a large vocabulary. The greater one's vocabulary, the more freely one can speak, write, read, and listen. According to Wilkins in Thornbury (2004: 13), without grammar, very little can be communicated, and without vocabulary, nothing can be said. It suggests that even if someone has excellent grammar, it will be useless if they lack a large vocabulary.

G. Outlines of the Study

This study consists of the five chapters. They are (1) Introduction, (2) review of related literature, (3) methodology of the study, (4) study findings and discussions, (5) conclusions and suggestions.

Chapter I is introduction. This chapter consists of background of the study, reasons for choosing the topic, statements of the study, objectives of the study, significance of the study, definitions of the key terms, and outline of the study.

Chapter II is review of the related literature. This chapter contains of previous studies and related of theories. The previous studies explain some related studies that had been done before. The review of related theories

discusses about analysis of noun, movie script, and to teach vocabulary building.

Chapter III is methodology of the study. This chapter consists of study design, subject of the study, instrument of the study, methods of data collection, and methods of data analysis.

Chapter IV is study findings and discussions. This chapter presents the result of the study that consists of data description and discussion.

Chapter V presents conclusion of the study and suggestion based on the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous studies and review of related theories. The previous studies explain some related studies that had been done before. The review of related theories discusses about Grammar / English Grammar, Class of word, Noun Types, Movie and Movie Script.

A. Review of Literature Theories

1. Grammar

Grammar is an important part in learning English, when the learners have to try to understand about grammar, and most of them have difficult or not understand to learn grammar. Related of grammar, these are some definition of grammar from expert. Grammar is a sentence structure in a language. If the use of the correct structure in a sentence that will be perfect.

According to Scott Thorn bury (1999) said that grammar is the study of the structure of sentences that have meaning. Grammar also discusses how language works and is the formation of meaning from a combination of words (Ur, 1991). According to Crystal (2004), grammar is a technique to express our feelings through the structural form of language. Then, according to Lado (1977: 141), grammar is the study of claimed rules that tell students what they should and should not say in order to speak the language of the social educated class, and Harmer (2001:12) defines

grammar as the description of the ways in which words can change their forms and be combined into sentences in the language.

From the description above, it can be concluded that grammar is the study of the classes of word and always can be related to the form of word and sentence. This includes the structure of word phrases, clauses, sentence, and whole texts

Word classes are fundamental units in every sentence in English grammar, and a word class is a collection of words with comparable formal features, especially inflection and distribution. In the terms of the meaning associated with these word classes, we can make a crude division into two groups. On the other hand, there are words like *for*, *and*, *them*, *to*, that mainly contribute to the grammatical structure of the sentence. These are called **grammatical words** (or function words) and are generally preposition, conjunctions, determiners and pronouns. On the other hand, there are the **content words**, those that carry a high information load. Content words are usually noun, verbs, adjectives and adverbs.

According to Michael Swan (2005: xix), "The principles that govern how words are joined, organized, or altered to convey certain meaning." Then there's Leech and Green Baum. "Reference to the mechanism by which language operates when it is used to communicate with other people," said Leech et al (1982:3). Grammar is a system for putting words together, but we haven't talked much about how words sound."

There are many different grammars developed for different purposes. Traditional-type grammars were developed to describe and analyses the

way that words are put together within sentence. These traditional or syntactical-type grammars use different types of terminologies, depending on whether a word is being classified as types of word. For example, a noun, an adjective, an adverb, and so on, or whether it is described by its function or what it is doing ; for example subject, object, predicate and so on. Below are some explanations of the grammar, namely: Traditional grammar, Structural grammar, and transformational grammar.

2. Traditional Grammar.

Traditional grammar establishes what is and is not right in the English language, disregarding culture and modernization in favor of tradition. Traditional grammar is frequently regarded archaic and regularly questioned by specialists because it is fairly inflexible and entrenched in the traditions of the past. Despite this, many children nowadays are taught this appropriate, historical version of grammar. Every sentence in traditional grammar contains parts of speech. Parts of speech are considered for each word in conventional grammar. Traditionally, grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was more concerned with content words. "Nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections" are the eight parts of speech (p.14). Another tenet of classical grammar is that each portion of speech can be classified as another.

According to David Crystal, are vehemently opposed to school grammar, believing it to be overly restricted. "[G]rammarians of the 2000s are inheritors of the distortions and limits placed on English by two centuries of a Latinate perspective," says the author. Crystal (Crystal, 2003).

3. Structural Grammar.

Blum et al. (1985) classed structural grammar as the second category of grammar. "How sounds, word shapes, and word placements effect meaning" is what structural grammar is all about (p.15). The word order and word ends are used by structural grammar to recognize a sentence. Adjective, noun, verb, and adverb are also used as content or form classes in structural grammar. Although the meaning of a sentence does not exist in structural grammar, it is still a word or a series of words. It's because structural grammar uses a word's or sentence's sequence and endings to identify it.

4. Transformational Grammar.

According to Blum et al. (1985), Transformational Grammar is "the consequence of adding, deleting, or rearranging the words of a kernel phrase" (p.16). Furthermore, transformational grammar divided sentences "into basic, or kernel, sentences, and transformational sentences" (p.16). When the kernel sentence is rearranged, for example, it can be changed

from a positive to a negative or from a negative to an interrogative sentence. It is dependent on the activity that is taken.

A. Noun Phrase

a. Definition of Noun Phrase.

A noun phrase is a term that is created when a verb is combined with a pronoun or a number. In comparison to nouns, noun phrases become more particular with this combination. For instance, the terms "oldest friends" (noun phrase) and "friends" (noun phrase) are used interchangeably (noun). Noun phrase is a part of vocabulary, whereas vocabulary is an important aspect of language and means in conducting communication. The first according to Nordquist (2009:1) mentions that a noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun. Second according to Swan (1980:22) stated that noun phrase (NP) is a group (e.g article + adjective + noun) which acts as the subject, object, or complement of a sentence. Third according to Prahi (2006:1) mentions, "A noun phrase is a group of words that does the work of a noun. A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun. And the last according to Langacker, (1972:194) a noun phrase can be defined as a phrase that may occur within one single word or phrase with a noun as a head. In fact, some noun phrases do not consist of the noun at all, for example, the rich. According to the theory, the writer can conclude that noun is group of word which has a noun as main part.

b. The Function of Noun Phrase.

A noun phrase, like any other noun, can be used as a subject, object, or complement in a sentence. The noun phrase is bolded in each case below, and the head noun is highlighted. According to Leech (2003:60), phrases can be classified partly by their external function and partly by their internal form. By form, here, we mean the way the, in a phrase composed of head and modifiers, pre-modifiers tend to structure of the phrase is made up of words and other constituents. Typically be single words and post modifiers tend to be phrases or clauses.

c. The Element of Noun Phrase

1. Determiner

According to (Green Baum and Nelson; 1982: 48) Determines (such as the, a, some, those) meanwhile the modifiers which precede the headword are called the pre-modifiers, and those which follow the head are called post-modifiers They are some possible of the function of noun phrase, they are: subject, direct object, indirect object, subject complement, object complement, and adverb. According to Green Baum and Nelson (1982: 48) that the types of noun phrase are: pre-modifier + headword, determiner + pre-modifier + headword, headword+ post-modifier, determiner + headword + post-modifier, pre-modifier + headword + post-modifier, determiner + pre-modifier + headword + post-modifier,

pre-determiner + determiner + headword, pre-determiner + headword.

a. Pre-determiner

According to (Aarts and Aarts, 1982:106) pre-determiner occur before central determiner. The noun head can be pre-determined by means of items *all, both, double, half, twice, many, such, and what*. The items all, both, half, occur before articles, possessives, or demonstrative like in *half*, an hour, *both* his last two newspaper articles, *all* these expensive school uniform.

b. Central determiners

According to (Leech and Svartvik, 1975:226), the central determiner of the noun phrase follows a pre-determined. It can be realized by means of a definite article like in double the amount, an indefinite article like in half a minute, a demonstrative like in both these books, a possessive pronoun like in all Peter's clothes, a quantifier like in his many grievances and wh-determiner like in which university. Wh- determiners cannot, as a rule be preceded by a pre-determiner but it still may occur like in half of whose books.

c. Post-determiners.

According to (Quirk and Greenbaum, 1973:65) The noun head can be accompanied by some modifier. The modifier which follow the noun head are called post-modifier. In the structure of

the noun phrase the function of post-modifier may be realized by means **an adjective phrase**. And according to (Leech and Svartvik 1973:9194) in certain cases, post modifying adjective can usually be regarded as a reduced relative clause like in the people present (the people who were present), the easiest solution conceivable the easiest solution which is conceivable.

Modifiers

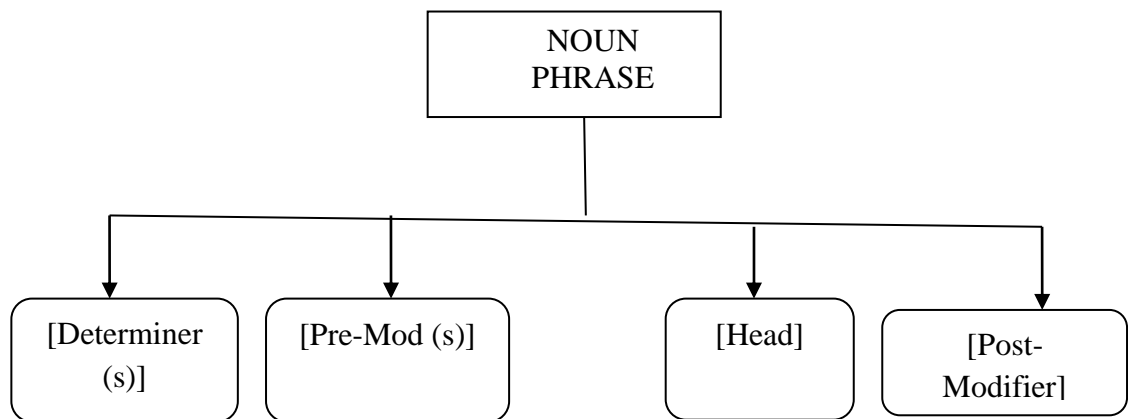
According to (Leech and Svartvik ,1975:251) modifier which precede the head are called pre-modifier, and those which occur after the noun head are called post-modifier, beside determiner, the head noun can also be accompanied by one or modifier.

d. Pre-modifier

According to (Leech and Svartvik, 1975:251) Pre-modifier in a noun phrase are placed after determiner but before the noun which is the head of the phrase. In the structure of the noun phrase the function of a pre-modifier may be realized by means of **an adjective phrase**. According to (Aarts and Aarts, 1982:108) the choice of an adjective phrase in the structure of a noun phrase is independent of previous choices from the pre-determiners, central determiner or post-determiner items like in all **English poetry**, any other acceptable solution.

e. The Arrangement of Noun Phrase.

A noun headword in noun phrase can be accompanied by the determiners (the, a, an, some, etc.) and other modifier. Modifiers which precede the headword are called the pre-modifiers, and those which follow the head are called post-modifiers (leech & svartvik: 1983). It can be described as follows:



a. Pre-Modifier + head (M + H)

The modifier + Head pattern is the most common in English noun phrase. It consists of a noun or a pronoun as the head and one or more modifiers before the head. A pre-modifier in English noun phrase can be an adjective, a noun, a verb in the –ing form or in a verb in the –ed form.

1) Determiner + Noun

The first modifier + head here is determiner + noun. Determiner consists of pre determiner, central determiner, and post determiner. Pre determiner includes quantifier (all, both, half), multiplier (double, twice), fraction (one-third, one-fifth). Central

determiner includes article which consists of definite (the), indefinite article (a, an), pronoun which consists of diacritic (that those), personal (my, her), indefinite (any, some), interrogative (which, what), and negative (no). Post modifier includes cardinal numbers (one, two, three), ordinal numbers (first, second), and quantifier (few, much, many).

2) Adjective + Noun

Adjectives typically denote some quality or property attributed to nouns; most commonly, there are used to narrow down, or specify, the reference of nouns. For example: black shoes.

3) Noun + Noun

Noun they may act as noun phrase pre-modifiers (Brown & Miller, 1999:260) for example: gold ring. There are two kinds of the structure of this sort; those are the possessive construction, and noun adjunct construction. This pattern consists of a noun headword which is preceded by noun in English noun phrase.

4) Verb –ing/ -ed + Noun

There is often doubt as to whether, for example, a modifier is a phrase or compound word and whether a word ending in –ed or –ing is a verb or an adjective derived from a verb for example: cleaning service.

b. Head + Modifier

Head + modifier in the noun phrase pattern means that modifier here has a role as a post-modifier. The post-modifier of a noun phrase may be propositional phrase, relative clause, and report other types of modifier, including adverb, adjective, noun phrase in opposition, and other types of clause.

In structure of a noun phrase, the function of modifier may be realized by means of an adjective or adjective phrase, an adverb, a prepositional phrase, an infinitive clause, an –ed participle clause, a relative clause, an appositive clause and a clause introduced by temporal conjunction.

1) Noun + Adjective (adjective phrase)

Adjectives sometimes precedes the noun as post-modifier in noun phrase, an adjective phrase can also follow or modify the noun headword. For example: something burned in the kitchen.

2) Noun + Adverb

An adverb may modify a noun headword. However it is relatively rare as the noun modifier when it appears in this role, it will come immediately after the noun which is head. For example: the girl downstairs.

3) Noun + Prepositional Phrase

Another modifies occurring after a noun headword in an English noun phrase is the prepositional phrase for example: *the best day of my life*.

4) Noun + Infinitive Clause

Infinitive clause can modify the noun headword in an English noun phrase the infinitive in this clause is usually preceded by „to“. For example: *A tool to cut the iron.*

5) Noun + -ing Participle Clause

It is a type of noun clause equivalent to relative clause that function as modifier. As this participle clause does not have tense. It can be interpreted according to context, as part of present tense. For example: *Dates validating Curtis previous book.*

6) Noun + -ed participle clause

The –ed participle clause the other type of non-finite clause can follow or modify a noun headword. In this case the participle clause correspondence in meaning to a passive relative clause, but the participle contains none of the distinction that can be made by tense and aspect. For example: *attention paid to this case.*

7) Noun + Relative Clause

A noun headword in an English noun phrase can also be modified by a relative clause, which modifies the preceding noun or pronoun. The noun being modified is called the antecedent. For example: *the girl who sitting next to me.*

d. The Component of Noun Phrase

After learning some definitions of noun phrases, which are any group of words that have a head and a modifier. The noun, pronoun, and adverb make up the head here. The adverb "at times" Modifiers, on

the other hand, are made up of two modifiers: pre modifier and post modifier. Nouns, adjectives, and adjective phrases are examples of pre-modifiers. –ed and –ing are participle forms. Prepositional phrase and relative clause are examples of post-modifiers. Complementation and non-finite clauses (-ing clauses, -ed clauses, and infinitive clauses). According to (Brown& Miller,1999:260). Noun phrases are traditionally thought of as consisting minimally of a head noun, together with any number of noun phrases modifier, they are determiners, quantifiers and quantifiers phrases, adjective and adjectives phrases, noun and noun phrases, ad position and ad position phrases and clause. There are not only pre-modifier and post-modifier but also there is determiner in forming noun phrase. For the specific explanation, we -can see in the diagram below:

Table 1.1

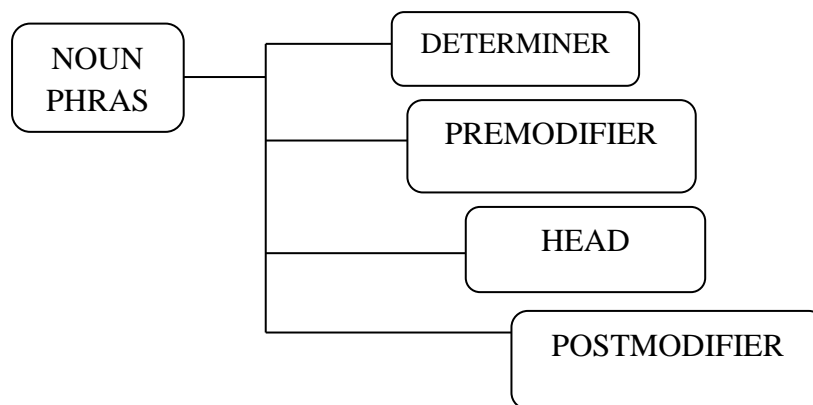


Table 1.2

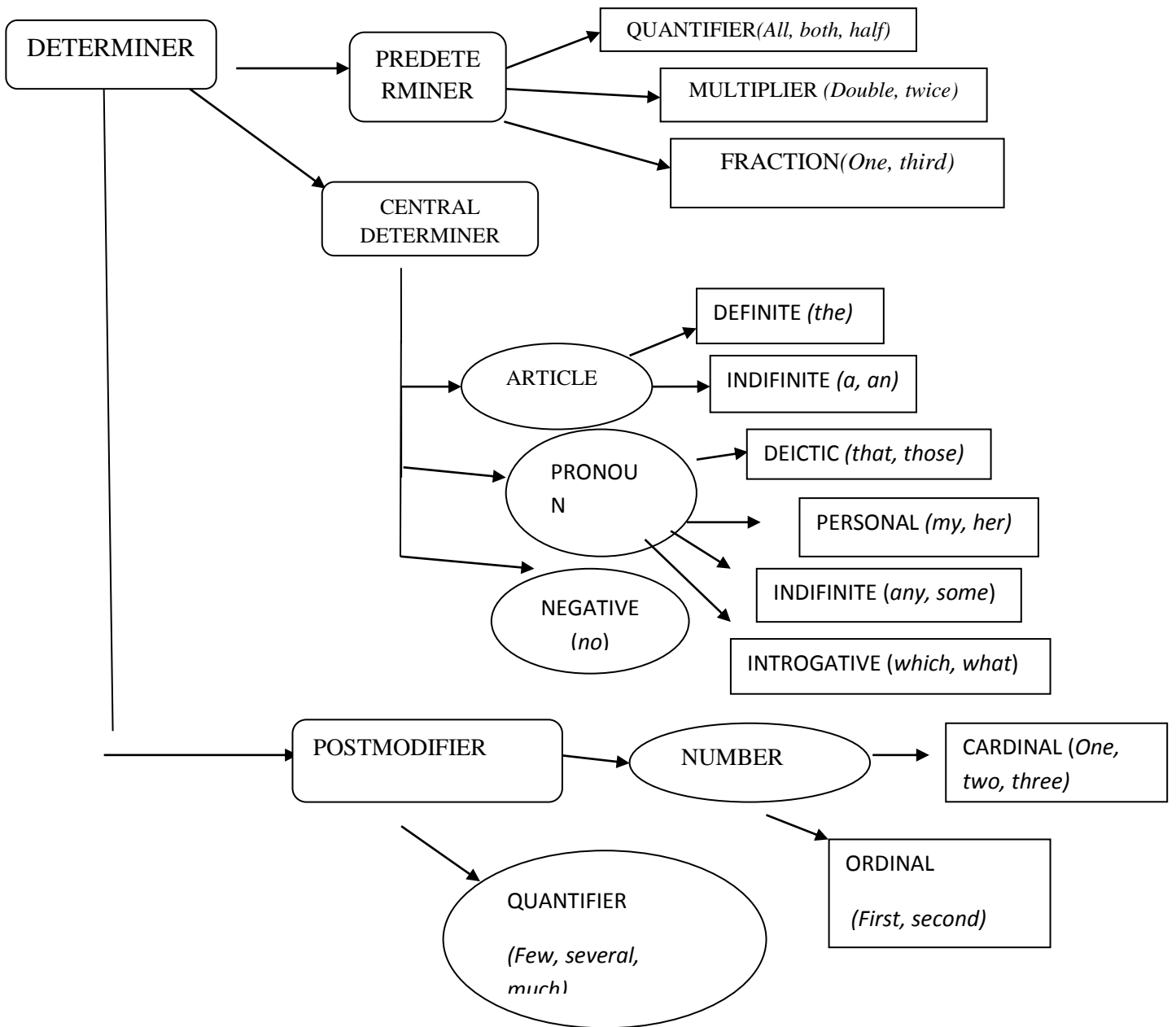
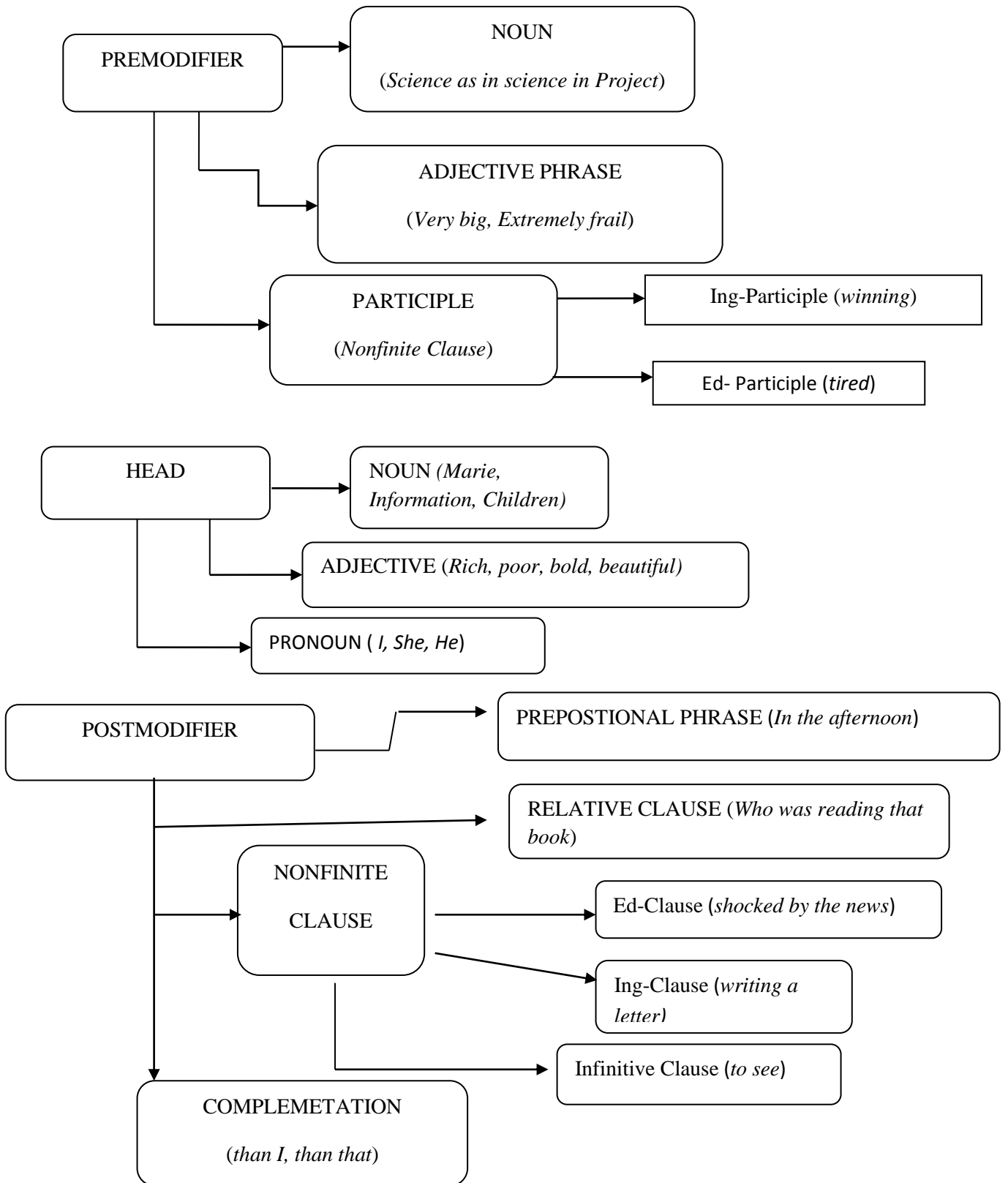


Table 1.3



e. The Formation of Noun Phrase

According to Thewlis (2000:148), the formation of noun phrase consists of a determiner and noun plus all its modifiers.

Determiners	Intensifier	Adjectives and Participles	Noun Modifier	Noun	Modifying Phrase
The/a/an some/ no My/your Each/every /these/those	Really very Slightly	Old/new interesting well- known	Stone university	Wall campus	Next to the river described in the brochure

Although it is rare to have more than three or four modifiers for a single noun phrase, this is the usual order for different categories of **modifiers**.

Participle Modifiers

EXAMPLE	EXPLANATION
a. <i>The interesting</i> man told wonderful stories about adventures in Sumatera.	Present participles modify agents. The agents do the action described by the participle.
b. <i>The interested man</i> listened carefully to the wonderful stories about adventures in Sumatera	Past participles modify receivers. The receivers are affected by the action described by the participle.

Meanings of Present and Past Participles

EXAMPLE	EXPLANATION
a. <i>A loving mother</i> (she loves her children)	Present participles modify <i>agents</i> . The agents do the actions described by the participle.
b. <i>A well-loved mother</i> (her children love her)	Past participles modify <i>receivers</i> . The receivers are affected by the action described by the participle.

B. Class of Word

We can see from our example sentence that word play different roles in a text. All words have to categories called is word class or parts of speech according to the text they fall into one of eight different word classes: noun, pronoun, verb, adjectives, adverbs, preposition, conjunction, determiners,

According to Hatch and Brown (1995:218) In semantic feature analysis, word class is an important characteristic. One word does not belong in any of the following groups of words. He divides word classes into two parts as well. There are two types of classes: open classes and closed classes. Nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles, and demonstratives are all present in both.

Noun is about are types of words to function as the name, place, thing, idea and more specific is subject or object or set of objects. Adjective is

about that are used to describe a noun to make writing, or an adjectives modified or described a noun or pronoun. Adverbs is about are types of words or expressions that hat modifies or qualifies an adjective, verb, or another adverb to express how an action is passing and expresses place, time, circumstance, manner, cause, degree. For example, quickly, gently, then, there. And Verbs are also often described as action words. Verbs can be used to describe an activity, or something that is being done. Verbs are frequently referred to as action words. Verbs can be used to describe an activity, or something that is being done.

1. Noun Types

Science and knowledge of word types or types of word can be better to make writing and can be help to reading. For example, when you writing profile a job or short story you can entry many types of words include adjectives that can be used in writing a profile job and etc. Types of Noun there are eight types of words that are often reference to “words classes” or “parts of speech” in the English language that is: noun, adjectives, adverbs, determiners, pronouns, verbs, preposition, and conjunctions. In English language have four the major that is:

Noun that defines something called, such as place (such as Jakarta), person

(A pilot), or things and quality or an activity (such as basketball). Noun can play the role as subject, object, direct object, indirect object, subject complement, object complement, appositive or adjective.

Based on description above identifying noun is about names something and show what the word that the refers to person, place, things or quality.

a) Noun Types :

Noun type is types of word relating to, or adding information to a noun. Noun types usually consist of an article or determiner, plus one or more adjectives or adverbs and are often used in descriptions. And below there are several types of noun, namely:

Different types of noun:

a. Common Noun is common noun is a name given in common to every person or thing of the same class or kind and common noun and the vast majority are the names of classes of the things, and begin with a lowercase letter.

Examples: farmer, boy, town, place, driver and region, playground, park, tree car.

b. Proper Noun is a word that's starts with capital letter and usually proper noun can use for a prefix that is used as named organization, place, religion, nation. Proper noun more specific people, places, and things, and begin with a capital letter.

Example of Proper Noun:

a) Personal Names: Mohammad Setyo S.Pd.

b) Nation Names: Indonesia, Italia, and India.

c) Names of nationalities and religions, examples:

Islamic, Dutchman.

d) Names of holiday, examples: Independence day, Thanksgiving day.

e) Names of time units, examples: Friday, August.

f) Words used for personification-an abstraction thing treated as a person, examples: Nature, Liberty.

g) Collective Noun is word to describe a group of place, people, things, and ideas and single entity.

Examples: Things (a collection of book), place (a restaurant), people (a sailorman) and ideas (about something).

h) Abstract Noun is the name of quality, action or state. Abstract noun same with uncountable noun and more specific name things that cannot be seen.

Examples: justice, childhood, admission, freedom, sorrow, love, luck, idea, and difference.

i) Material Noun is the name of a material or substance out of which things are made.

Examples: gold, silver, iron, cooper, ink, wool, money

2. Pronoun is a pronoun stands in place of noun, noun group or name. Pronoun refer to something that has been named (or is about to be named) and has already been written about it.

For example: *The park is popular place. It is mostly used by children.*

Pronoun provide a text with cohesion, pronoun only work if they are not ambiguous (that, is, there is a clear line of reference) and not used too repetitively. There are different types of pronouns:

She, he, you, etc.	Personal
Mine, hers, yours, etc.	Possessive
Himself, yourself, etc.	Reflexive
This, that, these, those.	Demonstrative
Each ,any, some, all.	Indefinite
Who, which, what, whose, whom.	Interrogative
Who, which, that.	Relative

3. Verbs are a word definition of 'Words that depict action in all of its forms' would be the verb. This group of words discusses three basic elements, namely physical activities, mental actions, and states of being, to further define verb. The verb will appear in the sentence. According to Green Baum and Quirk (2003), a verb is a part of the phrase structure and a part of the word class. One of the parts of speech is the verb. Furthermore, according to Harmer (2011), verbs are split into two groups depending on two characteristics. They are based on the tense and aspect of the sentence. As a result, if you choose the right verbs and the right time signal, your sentence will be good. There are several types of verbs. Words that depict action in all of its forms' would be the verb. This group of words discusses

three basic elements, namely physical activities, mental actions, and states of being, to further define verb. The verb will appear in the sentence. According to Green Baum and Quirk (2003), a verb is a part of the phrase structure and a part of the word class. One of the parts of speech is the verb. Furthermore, according to Harmer (2011), verbs are split into two groups depending on two characteristics. They are based on the tense and aspect of the sentence. As a result, if you choose the right verbs and the right time signal, your sentence will be good. There are several types of verbs. According to Green Baum and Quirk (2003), there are four morphological forms of regular verbs. They are base form, -s form, -ing participle and -ed participle. In addition, verb also can be finite and nonfinite based on their function. For base form, they are sometime finite. Sometimes, they can be nonfinite. For “the -s form and past form are always finite whereas the -ing participle and -ed participle are always nonfinite” (Green Baum and Quirk, 2003, p. 25). There are some types of form based on their syntactic functions.

4. Adjectives are words that are used to modify nouns or pronouns. Adjectives are word that modifies or describes the referent of a noun or noun phrase its semantic function is to alter the information provided by the noun. And then adjectives can describe words that tend to be used in two ways: before a noun attributively as a pre-modifier, and after a verb predicatively as a complement to the subject or object of a clause.

For example:

An <u>unruly</u> playground often means an <i>unhappy</i> school.	Pre-modifiers
The playground appears <i>unruly</i> .	Post-modifier predicating the subject
Parents find the playground <i>unruly</i> .	Post-modifier predicating the object

When there is more than one adjective before a noun there is a conventional order; that, is, moving from the general to the specific, such as: *the slow, green, river steamer* **not** *the green, slow, river steamer*.

According to Mary Ansell in her book "Free English Grammar." 2 When a word preceding a noun does more than describe the object being referred to, but also helps to define or identify the type of meaning, the word preceding the noun is considered a defining adjective, according to the author. According to Marcella Frank "The adjective is a modifier with the grammatical quality of comparison," they write in their book "Modern English a Practical Reference Guide." Special derivational endings or special adverbial modifiers that precede it are frequently used to identify it. It is most commonly used before the noun it modifies, but it can also be used in other places." 1 This signifies that the adjective is a modifier noun or

pronoun that adds extra specificity to the noun or pronoun. Because the adjective comes before the noun.

5. Adverbs are words that describes Verbs (He runs very slowly), Adjectives (very short) and other adverbs or even the use of adverbs in whole sentence. And adverbs usually end in- ly at the end of the word. And adverbs can describing are words that modify or add information to the meaning of verbs by specifying the time or place of an action, or the manner in which it was performed.

For example:

The girl ran *quickly* across the road. He *studiously* read the required reading matter.

Adverbs can also modify adjectives and other adverbs, as in adverbs of degree such as *very*, *really*, *almost*, *quite*. According to Raymond Murphy (1985: 192) an adverb informs us about a verb. An adverb describes the manner in which someone performs something or something occurs. An adverb is a word from a set of words that serves to explain a verb, as well as an adjective of adverbs that also has a purpose in a phrase (Gorsy Kersaf, 1984: 74). verb is an adverbial adjective that also has a function in a phrase (Gorsy Kersaf, 1984: 74).

6. Preposition is about located nouns, pronouns and noun groups in time, space or circumstance. For example:

Some common prepositions are:

At	On	Before	In	From
Since	For	During	To	Until
After	Soon	By	Into	Onto
Off	Out	Above	Over	Under
Below	Across	After	Around	Beside
Between	Down	Past	Near	Through
Without				

7. Conjunctions is a class of word that either coordinates words or clauses of equal status such as:

The playground rules were strict but fair.

The rules for the playground were proposed by the staff and discussed at the school council.

Or *subordinates* a clause to its superordinate clause, which can either be a main clause or another subordinate clause. For example;

Because the playground rules were fair, the students were cooperative.

*The rules worked best **when** teachers supervised the playground.*

8. Determiners is a functional category for words that determine or limit a noun or noun group to be either definite (this, the, our) or indefinite (a, some, much). Determiners can be articles, pronouns, or adjectives and can be divided into three groups;

a. Central Determiners

Articles: *a cricketer* (indefinite) , *the white ball* (definite).

Demonstratives: *this aircraft, those thunderstorm's.*

Possessive: *my life, your seatbelt.*

Quantifiers: *each delivery, every moment, any time.*

b. Post- Determiners (used after central determiners)

Numbers or numeratives: *the first five balls, my first truck.*

Quantifiers: *our last dance, the many occasions.*

c. Pre- Determiners (used before central determiners)

Quantifiers: *all the time, both the houses, half the are.*

Multipliers: *double the money, twice the size, three times the height.*

Exclamations: *What a good catch, such a brilliant stroke.*

A. Movie

Movie that film is a sort of media communication used to convey information or entertain people in order for them to learn or be entertained. An audio-visual literary work that contains a story, plot, place and others, and is to be shown for everyone so that everyone understands the course of a story. According to Merriam Webster (1828) a recording of moving images that tells a story and that people watch on a screen or television. According to Hornby (1995: 434) defined film is a story, etc. recorded as a set of moving pictures to be shown on television or at the cinema. While Coulson (1978: 622) states that film or movie is story, incident, recorded on film on moving pictures and etc. Furthermore, Larimer (1995: 506) states that films can record culture, and they can treat social or political issues and other aspects of societies to capture relationship difficult to be communicated by other means.

Movie also have several elements that can affect a story will be shown to everyone, if one of the elements is missing, then a movie will be incomplete and not suitable for viewing to everyone. This is a several elements of movie:

a.) Movie Script

Movie Script can bring expression of feeling and contains a story, plot, experience, idea, motivation, can containing dialogue and direction for feeling in the concrete description by using language in the story. According to Pios (2018: 21), a movie script is a piece of writing that serves as the foundation for a film production. The speech spoken by the characters, as well as a shot-by-shot breakdown of the film's action, are frequently included in a movie script. A movie script may be adapted from a novel or a stage play, or it may be created entirely from the screenwriters' or collaborators' original ideas.

B. Previous Studies

The previous study is the collection of studies that had been conducted by some other writers. The writer found some of the previous studies that were in line with this study; The Analysis of Types of Noun in Ice Age 6 Movie Script and its Contribution to Teach Vocabulary Building in XI Senior high School. There are some relevant studies that can be used to support this research as follows:

The first previous study is done by Rita Nur Hayati (2018), she analyzed Translation Analysis of Noun Phrase in Maleficent Movie and its Subtitling. The result of this research paper, translation shift is divided into 2 types that are level shift and structure shift. From 381 data, the writer finds 106 data or 27,82% that belongs to level shift of noun phrase and 275 data or 72,18% that belongs to structure shift of noun phrase. The equivalent of translation is divided into two types such as, equivalent and non-equivalent. From 381 data, the first is 377 data or 98,95% that belongs to equivalent and the second is 4 data or 1,05% of non-equivalent. It means that the translation of Maleficent movie is a good translation because the amount data of equivalent more than nonequivalent.

The second previous studies were conducted by Firda Aswarina (2015) , she analyzed An Analysis Of Noun Phrase In Percy Jakson And The Sea Of Monster Novel By Rick Riordan. This research discovered the kind of noun phrase, function of noun phrase, transformational generative grammar usage of noun phrase, and meaning of noun phrase. Common noun, noun phrase introduced by determiner and genitives, noun phrase introduced by quantity word, bare noun phrase noun phrase introduced by an or an, a specific possibility for proper noun, and certain special mixed forms are the seven varieties of noun phrase. The function of noun phrase is divided into eight functions, they are as a subject, as direct object, as an indirect object, as a subject complement, as a object complement, as complement of a preposition, pre modifier of noun phrase, and adverbial. The usage of noun phrase used transformational generative grammar is analysis divided sentence

into smaller and smaller constituents until only words are left. Meaning of noun phrase used contextual translation, because meaning of this phrase adjusts with the sentences that build with other phrase.

The third previous studies is written by Yogi Baskoro Siwi (2018), he analyzed The Implementation of Translation Shift Theory of Noun Phrase Toward Boss Baby Movie Subtitle and The result showed that 95 noun phrases found in the movie, there were 46 structure shift, 24 unit shift, 16 class shift, and 9 intra system shift, 0 level shift . The data findings showed that from 95 noun phrases found in the movie, there are three unique translation equivalence samples as follows: my hand translate kendaliku, the math translate to pikirkan, and a bunch of yes men translate to mengangguk.

The last of previous studies is written by Mutiyah Nuraini Widyaningsih (2013), she analyzed Subtitling Analysis of Noun Phrases In Madagascar 3 Movie. The results of this research show that translation shift There are 2 translation shift of noun phrase in the Madagascar 3 movie subtitle, they are, level shift and category shift. First, the researcher divides level shift of noun phrase into 6 types. From 164 data, the researcher finds 105 data or 64.02% of noun phrases are subtitled into noun, 6 data or 3.66% of noun phrases into verb, 5 data or 3.05% of noun phrases into pronomina, 5 data or 3.05% of noun phrases into adjective, 3 data or 1.83% of noun phrases into adverb, and 1 datum or 0.61% of noun phrase is subtitled into clause. Second, the researcher divides category shift of noun phrase into 5 types. From 164 data, the researcher finds 4 data or 2.44% of noun phrases are subtitled into verb phrase, 3 data or 1.83% of noun phrases into prepositional

phrase, 9 data or 5.49% of noun phrases into adverb phrase, 2 data or 1.22% of noun phrases into adjective phrase, and 21 data or 12.80% of noun phrases are omitted. The equivalence of translation divided into equivalent translation and non-equivalent translation. From 164 data, there are 157 data or 95.73% equivalent translation. Beside, the researcher finds 7 data or 4.27% of 164 data of non-equivalent translation.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method in this study. It covers discussion about research design, subject of the study, data and data source, data collecting technique and instrument, technique of data verification, and data analysis.

A. Research Design

A research design is a part of collecting and analyzing the data. The writer used qualitative descriptive research in this study. Design qualitative descriptive research that the collected data is not the form of numbers, but the data is in the form of word that derived from document. Why the researcher uses content analysis? It is because this types is suitable with the purpose which is to analyze the noun.

According to Creswell (2009), qualitative research is a method for determining the significance that a person or a community ascribes to a social or human problem. It refers to a study that necessitated a thorough examination. In research, the researcher must have design to make easy in analyzing the data. A research design is a plan or strategy for conducting the research. It is required to get dependable and useful information. To know what design which should be taken by the researcher, the first the researcher has to look at the problem of research. As stated in problems of the research, this research is conducted to describe types of noun in Ice Age 5 Movie Script and its Contribution to Teach Vocabulary Building for students.

B. Object of the Study

The object of this study was the movie script of Ice Age 5 on which taken from the official website of the movie publisher. The data was in the form of sentence, clauses and phrases. The writer studied the types of noun by watching the movie, learning, reading the transcript of Ice Age 5 Movie Script.

C. Source of Data

The source of the data is movie script in *Ice Age 5*. The script was publishing by the official website of the movie publisher, Blue Sky studies in 2016.

D. Method of Data Collection.

The researcher was collected the data for some step, as follow:

1. The writer collected the data by watching the movie of Ice Age 5 in Movie.
2. The writer downloaded the script of Ice Age 5 in Movie.
3. The writer shorting the dialogue, in this step and the writer short the dialogue of the main character only named in Mammoth.
4. The writer was numbering the dialogue and shorted dialogue of the main character.
5. The writer underlining the suspected noun phrase exists in the dialogue.

E. Method of Data Analysis

The writer analyze the data collection, the writer to identifying the data, classifying the data, defining the data and the last finding the data of type of noun in Ice Age 5 Movie Script to contribution Vocabulary Building.

1. Identifying Noun Exist in the Gathered Data

After collecting data next step, the writer identifying noun, type of noun, noun phrase, class of word and the data obtained by the writer from watching movie, matching script and grouping nouns.

2. Classifying the Data Types of Noun

And the next step from identifying noun exist in the gathered data, the writer immediately classifies into different noun forms to make it easier for readers to understand the grouping of these noun. The writer classifies the data based on the speech script a main character named Manny or a big mammoth.

3. Defining the Data Types of Noun

In this step from classifying, defining the movie that the data was collected several method are used to be on conclusion for define the movie.

4. Finding the most used type of noun in movie

After the last step, finding the data was obtained from previously skipped steps in method the data analysis. In finding the data, the writer its only to conclude and suggestion from the data in the movie script.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the study. This chapter discusses all of the results of the study consists of data description and discussion.

A. Research Findings

The purpose of this study is to investigate analysis types of noun in movie script and its contribution to teach vocabulary building in senior high school. The data were collected by shorting the dialogue of main character, numbering the dialogue if there are types of noun or noun phrase, and the last step underlining the suspected types of noun phrase exist the dialogue. The Noun Phrase found in the Ice Age 5 Movie Script and its Contribution to teach Vocabulary Building can be seen in table 4.1 below:

1. Noun Types

a. Noun Phrases found in Ice Age 5 Movie Script.

Table 4.1

NO	NOUN TYPES IN THE MOVIE	TYPES OF NOUN
2.	a) The blazing	<i>Participle Modifier</i>
	b) The breakaway	<i>Determine + Noun</i>
32.	a. A magician	<i>Determine + Noun</i>
	b. His secrets	<i>Pronoun + Noun</i>
7.	A big game	<i>Noun + Adjective + Noun</i>

10.	A loving Father	<i>Present Participle</i>
36.	A Family discussion	<i>Determine + Noun</i>
40.	A problem	<i>Determine + Noun</i>
61.	An asteroid	<i>Determine + Noun</i>
35.	That not a plan	<i>Determine + Noun</i>
44.	A good night	<i>Determine + Noun</i>
58.	A meteor shower	<i>Determine + Noun</i>
63.	A deadly asteroid	<i>Noun + Adjective + Noun</i>
75.	The pretty bird	<i>Modifier + Head+ Modifier</i>
77.	a. The sky is literally	<i>Determine + Noun</i>
	b. The wilderness	<i>Determine + Noun</i>
86.	A real piece	<i>Determine + Noun</i>
99.	The apocalypse	<i>Determine + Noun</i>
102.	About a game before	<i>Determine + Noun</i>

b. The Explain each name of the Noun Phrase

a. **The blazing Mammoth**

The noun phrase in sentence is *Participle Modifier* because present participles modify agents. The agents do the action described by the participle. According to Thewlis (2000:148), the formation of noun phrase consists of a determiner and noun plus all its modifiers.

b. The breakaway

The breakaway according to Thewlis (2000:148), the formation of noun phrase consists of a determiner and noun plus all its modifiers. Because *the breakaway* included in the category Central determine because have *Article definite* (the).

c. A magician

According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. *A magician* included in the category central determiner because have *article indefinite* (a).

d. His secret

According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. *His secret* included in the category central determiner because has *pronoun personal* (his).

e. A big game

A big game according to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. *A big game* include pre-modifier because explain A (article) and big game (size) and game is noun.

f. **A loving Father**

A loving Father present participle modifies agents. The agents do the actions described by the participle. According to Thewlis (2000:148), the formation of noun phrase consists of a determiner and noun plus all its modifiers.

g. **A family discussion**

According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. *A family discussion* included in the category central determiner because have *article (a)*.

h. **A problem**

A problem according to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. *A problem* included in the category central determiner because has *article (a)*.

i. **An asteroid**

An asteroid included in the word determine + noun (central determiner because has *article an*). According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific.

j. That not **a plan**

A plan is one of the word determine+ noun because has *article (a)* and plan is explain noun. According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific.

k. **A good night**

A good night explain determine + noun, as A is central determiner because has *article (a)*, and good night can explain noun because explanatory word in the sentence. According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific.

l. **A meteor shower**

According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et. All (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. *A meteor shower* explain determine + noun, as A central determine because has *article (a)*, and meteor shower as explanatory word.

m. **A deadly asteroid**

According to Leech (1882: 60) besides preceding the noun headword in a noun phrase, an adjective or adjective phrase can also follow or modify the noun headword. (A) as article and deadly asteroid as noun (explanatory word).

n. **The pretty bird**

According to Ramelan (1992), English it is quite possible to have a series of modifier to modify a word at the same time, which is called a nesting construction.

The	pretty	bird
Modifier	Head	Modifier

o. **The sky is literally**

The sky is literally is one of the explanations determine + noun, the as *article (the)* and sky is literally is noun. According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific.

p. **The wilderness**

The wilderness is determine + noun , the as *article (the)* and the wilderness as noun. According to Carthy (2013:1), noun phrases start with

determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific.

q. **A real piece**

A real piece is determine + noun, as a *article (a)* and real piece as noun. According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific.

r. **The apocalypse**

The apocalypse is determine + noun, because (*the*) is *article*, apocalypse is noun. According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et.all (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific.

s. **A game**

According to Carthy (2013:1), noun phrases start with determiners which are placed at the beginning of noun phrase. Moreover Sherman et. All (2013:1) says that the use of determiners with nouns explains that determiners tell if the reference is specific or nonspecific. *A game* is determined + noun, because (*A*) is *article*, and game is *noun*.

2. The Most Used Noun Types In Ice Age 5 Movie Script

Table 4.2

No	Types of Noun	Number	Total	Percentage
1.	Participle Modifier	2 a	1	0,52%
2.	Determiner + Noun	2b,32a,36,40,61,35,44, 58,77a,77b,86,99,102	13	68,42%
3.	Noun + Adjective + Noun	7,63	2	1,052%
4.	Present Participle	10	1	0,52%
5.	Modifier + Noun + Modifier	75	1	0,52%
6.	Pronoun + Noun	32b	1	0,52%

From the table 4.2 above it can be see that the most used noun types is determine + noun with noun + adjective + noun. From the total number data found in determine + noun because the data most appear used in research Ice Age 5 Movie Script.

B. Discussion

This part, the finding showed that the writer explains the answers to the problem statements after analyzing the result of the data in research finding. The writer used data from the used types of noun in Ice Age 5 Movie Script and the most dominant used types in his script.

First, the researcher explains the result of the problem statement about what the noun types of Ice Age 5 Movie Script. The most used is determine + noun because the noun types is modifier + head. Determiner consists of pre

determiner, central determiner, and post determiner. The preparation of this term, based on the types of movie, the noun types most used determine + noun. And, based on the interaction, the majority of the words are interrogative sentences, with the majority of the words coming from the article or determining it.

Second, then with the result of the analysis showing that there are several kinds of noun used in the movie dialogue, the dialogue of movie shows that the movie uses the suffix the word before the next word and is in conformity with the plot presented. Based on the data, there are 19 different types of noun used in his script. 13 category of the same noun and 2 categories the same of noun phrase and 5 categories are different of noun phrase on the Ice Age 5 Movie Script. The noun phrase contained in the Ice Age 5 Movie include: determine + noun has 12 category of the same noun phrase, and 5 categories different in noun phrase is (Participle Modifier, Pronoun, Modifier+ Head+ Modifier, Present Participle) and 2 the same category noun phrase (Noun+ Adjective + Noun) and (Pronoun + Noun).

The last as a final research and work that can be enjoyed, the dialogue in the film can be used as an example in the use of nouns in a movie script. Then the audience will then be able to understand the dialogue.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents two terms including conclusion and suggestion. After classifies the data based on the types of character and after describes how the types were presented in Ice Age 5 Movie Script. The writer concludes several important points from research findings and also provides suggestions for readers or further researchers.

A. Conclusion

Based on the discussion above, it can be conclude that researcher have found 19 category of the noun phrase. 13 category of the same noun and 2 categories the same of noun phrase and 5 categories are deferent of noun phrase on the Ice Age 5 Movie Script. The noun phrase contained in the Ice Age 5 Movie include: determine + noun has 12 category of the same noun phrase, and 5 category different in noun phrase is (Participle Modifier, Pronoun, Modifier+ Head+ Modifier, Present Participle) and 2 the same category noun phrase (Noun+ Adjective + Noun) and (Pronoun + Noun).

B. Suggestion

Based on the result of previous researcher and conclusion, the researcher provides several suggestions:

1. The reader

The researcher hope that this researcher can help readers understand each noun phrase on the character in ice Age 5 Movie Script. Movie can be used as a medium for language learning. Learning a new language can be learned through many media. In addition to learning language, movie can also contain many messages and educational values. With the analysis of this movie research, the researcher hopes that readers can add insight into the values of noun phrase and apply these good values.

2. The teacher English

As a result of this research, the researcher give advice to English teacher that movie is a medium that can be used in the teaching and learning noun phrase in a movie English.

3. The next researcher

For researcher who want to conduct research through movies or want to analyze the noun phrase that happens in movie, researcher hope that this research can be used as a reference.

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APPENDICES

Table 4.1

TRANSCRIPT OF DIALOGUE OF MAMMOTH

No.	TRANSCRIBED DIALOGUE OF MANNY OR MAMMOTH CHARACTER
1.	“Will you two quit?”
2.	“The blazing Mammoth takes it on the breakaway.”
3.	“There’s never been a player so through, so grateful.”
4.	“He fakes right. He fakes left.”
5.	“Okay, fuzz ball. Let’s see what you got.”
6.	“Oh, please. I went easy on you. “
7.	“Oh, you talk a big game, hotshot.”
8.	“All right, how about best of three?”
9.	“Okay, we’ll play... later.”
10.	“There was no whopping. It’s just a loving father sharing some strategy with his only daughter.”
11.	“Nobody was whopped.”
12.	“Isn’t sunshine, nature sunshine?”
13.	“Wait. What are you doing?”
14.	“Okay, that enough of that.”
15.	“I can do the thing. I don’t. uh... okay.”
16.	“Come on Romeo,... walk with me.”
17.	“I’m gone watch some butterflies come out of their cocoons.”
18.	“No.”
19.	“Ah women.”
20.	“I don’t get them. Like Ellie.”
21.	“There’s no surprise. Nothing ever changes. But then today, she giggled.”

22.	“Well Ellie giggled.”
23.	“And then she wiggled. “ Tee hee hee hee “ Boom!”
24.	“I have no idea why she’s acting so weird. Women.”
25.	“Come on, let’s got you cleaned up.”
26.	“Ellie, Peaches, where is everyone?”
27.	“Anniversary? Oh no. that’s the thing.”
28.	“Hey, hey, hey, right uh…”
29.	“How about another hard for Ellie?”
30.	“Ellie, I… uh…”
31.	“Uh… well.”
32.	“A magician never reveals his secrets.”
33.	“You’re leaving?”
34.	“Roam?”
35.	“That’s not a plan, or philosophy or very safe.”
36.	“Excuse me! This is a family discussion.”
37.	“Not yet, you’re not.”
38.	“What if you fall in ditch and get amnesia?”
39.	“What the, huh?”
40.	“Not now. I have a problem.”
41.	“I don’t think so.”
42.	“What?”
43.	“Uh, okay.”
44.	“Party is over, everybody. Have a good night. And leave right now!”
45.	“Just getting kind of sleepy.”
46.	“Everyone should go and duck. Possibly cover!”
47.	“Possibly cover!”
48.	“Those are ours!”
49.	“How many tusks do you see?”
50.	“Three?”
51.	“Everybody, jump!”

52.	“Move! Move!”
53.	“It’s, okay sweetheart. Daddy’s”
54.	‘About moving underground for a while.’”
55.	“Hello.”
56.	“What are you doing here?”
57.	“We’re not doomed, Buck.”
58.	“It was just a meteor shower and the show’s over.”
59.	“Ahh!”

60.	“Do you mind?”
61.	“Really? To stop an asteroid?”
62.	“Let me get this straight.”
63.	“Instead of running away from a deadly asteroid...”
64.	“You want us to run directly towards it?”
65.	“Okay, but even if we get to the crash site how are we supposed to change what is literally written in stone?”
66.	“Okay.”
67.	“I guess we’re in.”
68.	“I think we’re all gone get it.”
69.	“Look at him.”
70.	“Who walks like that!”
71.	“Oh! Look at me.”
72.	“I’m Julian.”
73.	“Forget the asteroid.”
74.	“Game a hug, Bro-Dad!”
75.	“Look at the pretty bird there.”
76.	“Yeah.”
77.	“The sky is literally falling and she thinks we’re just gone let her stroll into the wilderness with Mr. No Plans Bouncy Walk.”
78.	“Come on, El, you’re not still mad at me, are you?”
79.	“If we survive, we lose our daughter.”
80.	“Oh... I know! We destroy the relationship, right?”
81.	“That way we never have to let her go and she’ll just stay our little girl forever!”
82.	“Oh! That’s better.”
83.	“I like it. But how?”
84.	“You sneaky, sneaky minx!”
85.	“Oh, yeah.”
86.	“Sound like a real piece of cake.”

87.	“Boy, Mother Nature sure is in a bad mood lately.”
88.	“Oh, like I always say, stay close, stay alive.”
89.	‘I have an idea.’
90.	“I’m coming, sweetheart!”
91.	“Julian, why aren’t you helping her?”
92.	“Helping?”
93.	“Come on, let’s go!”
94.	“Um, little buddy?”
95.	“We need you back on planet Earth.”
96.	“While it’s still here. Okay?”
97.	“Stop? What about the whole end of the world collision thing?”
98.	“What was that?”
99.	“Well, I’m glad the apocalypse is bringing you together.”
100.	“Oh, right. Got you.”
101.	“Hey, Bro-Kid.”
102.	“Okay. Instead of that how about a game before bedtime?”
103.	“So, is that a “yes”?”
104.	“Great!”
105.	“I’ll see you on the ice!”
106.	“Happy?”
107.	“All the way into the stick.”
108.	“Too bad you and Peaches are moving away”.
109.	“If you stayed.”
110.	“We could do this all the time.”
111.	“Oh!”
112.	“Oh, no”
113.	“I didn’t mean to do it.”
114.	“It’s not my fault the kid had no reflexes.”
115.	“I do like Julian.”
116	“Don’t give me that look.”

117	“She said both.”
118	“That means you, too”
119	“Maybe she wandered off?”
120	“Right.”
121	‘Because before this, we were on a carefree pleasure cruise.’
122 “Going to be impossible to get off the ground.”
123	‘I’m sorry, Sid.’

Tabel 4.2
NOUN PHRASE







NO.	NOUN PHRASE FOUND IN THE DIALOGUE OF ICE AGE 5MOVIE SCRIPT
2.	“ <u>The blazing</u> Mammoth takes it on the breakaway”.
32.	“ <u>A magician</u> never reveals his secrets”.
7.	“You talk <u>a big game</u> , hotshot”.
10.	“It is just <u>a loving</u> father sharing some strategy with his only daughter”.
36.	“This is <u>a family</u> discussion”.
40.	“I have <u>a problem</u> ”.
61.	“To stop <u>an asteroid</u> ”.
75.	“Look at <u>the pretty</u> bird there”.
77.	“ <u>The sky</u> is literally falling and she thinks we’re just gone let her stroll into <u>the wilderness</u> with Mr. No Plans Bouncy walk”.
99.	“Well, I’m glad <u>the apocalypse</u> is bringing you together”.
118.	“ <u>That means</u> you, too”.



KARTU BIMBINGAN FINAL PROJECT
MAHASISWA UNIVERSITAS PGRI SEMARANG

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NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMBIMBING I
1	15 June 2021	Mengajukan Proposal Skripsi dengan judul ANALYSIS OF TYPES OF POUN in ICE AGE 6 MOVIE SCRIPT AND ITS CONTRIBUTION TO TEACH VOCABULARY BUILDING IN XI SENIOR HIGH SCHOOL BLORA IN THE ACADEMIC YEAR 2020/2021	
2	23 June 2021	Mengirim file skripsi melalui wa.	
3	24 June 2021	Mengirim Kartu bimbingan melalui wa.	
4	15 September 2021	Mengirim file skripsi melalui wa.	
5	01 December 2021	Mengirim file skripsi melalui wa.	
6	02 December 2021	Bimbingan melalui Gmeet	

7	09 December 2021	Bimbingan skripsi melalui wa	
8	13 December 2021	Konsultasi bimbingan dengan pembimbing 2.	
9	16 December 2021	Melanjutkan bab 1-5 dengan pembimbing 2	
10	26 Februari 2022	Menyerahkan kartu bimbingan melalui wa.	
11	28 Februari 2022	Acc Approval	
12	31 march 2022	Menghubungi untuk sidang bulan april	
13	01 April 2022	sidang	
14			
15			

2	30 April 2021	Acc judul dan bab 1 ANALYSIS OF TYPES OF POUN in ICE AGE 6 MOVIE SCRIPT AND ITS CONTRIBUTION TO TEACH VOCABULARY BUILDING IN XI SENIOR HIGH SCHOOL BLORA IN THE ACADEMIC YEAR 2020/2021	A
3	7 Juni 2021	Melanjutkan proposal bab 1- bab 2	A
4	13- Agustus -2021	file Kimrin lewat wa.	A
5	1 - Okt - 2021	bimbingan online gmeet	A
6	11 - Okt - 2021	Bimbingan lewat gmeet.	A
7	13 - Okt - 2021	Bimbingan di kampus bab 1	A
8	17- Nov -2021	Pengumpulan file skripsi bab 2	A
9	1- Des - 2021	Pengambilan file skripsi bab 3	A
10	20 - Des - 2021	Melanjutkan bab 4	A
11	3/4 - Feb - 2022	Melanjutkan bab 5	A
12	7 Feb - 2022	Bimbingan Daftar pustaka	A
13	23-februari 2022	Acc final project	A
14	31- maret 2022	Pembentahan sidang	A
15	1- April 2022	Sidang	A

2	30 April 2021	Acc judul dan bab 1 ANALYSIS OF TYPES OF POUN in ICE AGE 6 MOVIE SCRIPT AND ITS CONTRIBUTION TO TEACH VOCABULARY BUILDING IN XI SENIOR HIGH SCHOOL BLORA IN THE ACADEMIC YEAR 2020/2021	A
3	7 Juni 2021	Melanjutkan proposal bab 1- bab 2	A
4	13- Agustus -2021	file Kimrin lewat wa.	A
5	1- Okt - 2022	bimbingan online gmeet	A
6	11- Okt - 2022	Bimbingan lewat gmeet.	A
7	13- Okt - 2021	Bimbingan di kampus bab 1	A
8	17- Nov -2021	Pengumpulan file skripsi bab 2	A
9	1- Des - 2021	Pengambilan file skripsi bab 3	A
10	20- Des - 2021	Melanjutkan bab 4	A
11	3/4- Feb - 2022	Melanjutkan bab 5	A
12	7 Feb - 2022	Bimbingan Daftar pustaka	A
13	23- Februari 2022	Acc final project	A
14	31- maret 2022	Pembentahan sidang	A
15	1- April 2022	Sidang	A



BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 01 April 2022, berdasarkan susunan tim penguji Skripsi :

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Jabatan : Sekretaris
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Jabatan : Anggota (Penguji II)
5. Nama : Fitri Yulianti, S.Pd., M.Pd.
Jabatan : Anggota (Penguji III)

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Program Pendidikan : Strata 1

Judul Skripsi :
ANALYSIS OF TYPES OF NOUN IN ICE AGE 5 MOVIE SCRIPT AND IT'S CONTRIBUTION TO TEACH VOCABULARY

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

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