CHAPTER II
REVIEW OF RELATED LITERATURE

A. Noun Phrase

1. Definition of Noun Phrase

Many scientists have defined what actually noun phrase is. The following are several definitions of noun phrase:

a. Noun phrase is a noun head that has adjective modifiers that appear before and after it.[1]

b. Noun phrase is a group of words in a sentence that behaves in the same ways as a noun that is as subject, an object, a complement or as the object of preposition.[2]

c. A noun phrase (abbreviated **NP**) is a phrase whose head is a noun or a pronoun, optionally accompanied by a modifier set.[3]

From the meaning above, the writer can conclude that noun phrase is a group of words which has a noun/pronoun as a main part (head) which is modified by some modifiers (pre-modification or post-modification). The following is some examples of noun phrase:

- Beautiful girls (an adjective 'beautiful', a plural noun 'girls')

- A beautiful girl (an article 'a', an adjective 'beautiful' and a singular noun 'girl')

- This beautiful girl (a determiner 'this', an adjective 'beautiful' and a singular noun 'girl')

- A very beautiful girl (an article 'a', an adverb 'very' defining an adjective 'beautiful' and a singular noun)

- A very beautiful girl who loves him (an article 'a', an adverb 'very' defining an adjective 'beautiful' and a singular noun; followed by a

---

[1] Marcella Frank, *Op.Cit* p.112

[2] A.S. Hornby. *Op.Cit* ,p.867

[3] Wikipedia, *Noun Phrase,* retrieved from http://en.wikipedia.org/wiki/Noun_phrase on 2nd January 2011

relative clause made up of a relative pronoun 'who', a verb 'loves' and a pronoun 'him')

2. **Function of Noun Phrase**

 After learning what noun phrase is, the writer can conclude that noun phrase has many function such as:

a. Subject

 Example:

 $[^S_{NP}$ (My new car) $^P_{VP}$(is) $^C_{AdjP}$(expensive)

b. Object

 Example:

 $[^S_{NP}$ (John) $^P_{VP}$(have killed) $^O_{NP}$(the beautiful girl)]

c. Complement

 Example:

 $[^S_{NP}$(This) $^P_{VP}$(is) $^C_{NP}$(the big house)]

d. Adverbial

 Example:

 $[^S_{NP}$(Mary) $^P_{VP}$(visited) $^O_{NP}$(her mother) $^A_{NP}$(last night)]

e. Modifier in other noun phrase

 Example:

 $[^H_N$(Girl) $^M_{NPS}$(the seller)]

3. **Structure of Noun Phrase**

Noun phrase has a structure which consists of three components:

a. *The head*, around which the other components cluster and which dictates concord and other kinds of congruence with the rest of the sentence outside the noun phrase.[4]

 The head of noun phrase may be:

---

[4] Sidney Greenbaum and Randolp Quink, *A Student's Grammar of The English Language,* (England: Pearson Education Limited, 2003), 17th Ed, p. 363

A noun: $_{NP}$ [This ^{H} car]

A pronoun: $_{NP}$ [^{H} someone (in the corner)]

An adjective: $_{NP}$ [The ^{H} clever]

An enumerator: $_{NP}$ [The ^{H} first], or

Genitive phrase: $_{NP}$ [^{H} Maulana's]

b. *The pre-modification,* which comprises all the items placed before head – notably, determiner, enumerator, adjective, noun, genitive phrase and adverb.[5]

c. *The post-modification,* comprising all the items placed after the head–notably, prepositional phrase, nonfinite clauses, and relative clause.[6]

Because of the various forms of modifier, it is possible for a noun phrase reaching considerable complexity. For the example is the phrase below:

$_{NP}$ [^{M} $_d$The ^{M} $_e$two ^{M} $_{adj}$difficult ^{M} $_N$English ^{M} $_N$grammar ^{M} $_N$teaching ^{H} $_N$system]

The noun phrase above has 6 pre-modifiers. Those are 'the' (determiner), 'two' (enumerator), 'difficult' (adjective), 'English' (noun), 'grammar' (noun) and 'teaching' (noun).

A noun phrase may also have more than one post-modifier. The example is:

$_{NP}$[^{M} $_d$The ^{H} $_N$student ^{M} $_{PP}$(in the largest light class room) ^{M} $_{Rcl}$(which is decorated beautifully]

The noun phrase above has two post-modifiers; they are prepositional phrase and relative clause.

---

[5] *Ibid,* p.364
[6] *Ibid.*

4. Types of Noun Phrase

The writer tries to classify noun phrase into three types. The classification will be based on the modifier itself. The types are:

a. *Pre-modified noun phrase,* is a noun phrase in which the head is preceded by a modifier(s). Here are the examples, the word 'your' in $_{NP}$[(your house] and 'handsome' in $_{NP}$ [handsome man]

b. *Post-modified noun phrase,* is a noun phrase in which the head is followed by a modifier(s). Here are the examples, $_{NP}$[the man ^{M}(whom I love)] and $_{NP}$[a math book ^{M}(on the table)]

c. *Pre-modified-post-modified noun phrase,* is a noun phrase in which the head is preceded and followed by a modifier(s). The example is $_{NP}$[the smartest student of Walisongo State Institute of Islamic Studies]

5. Constructions of Noun Phrase

a. The composition that build of noun phrase are: (1) determiner (d); including determiner are *articles* such as "the, a/an" *demonstratives adjective* such as "this, that, those", *quantitative* such as "all, some, any, no, every, each, either, neither, several, enough, such; many, much, more, most; (a) few, fewer, fewest; (a) little, less, least, the last is *possessives adjective* such as " his, my, your, john's, etc.[7]". Other construction is (2) enumerator (e); these words include cardinal numbers (one, two, three….); ordinal numbers (first, second, third…); and a few general ordinal (next, last, other, further, etc).[8] Next constructions are (3) adjective (adj), (4) noun (N) and (5) adverb (adv) for pre-modifier, and, (6) prepositional phrase (PP), (7) relative clause (RCL) and (8) other form for post-modifier.

---

[7] Geoffrey Leech, et. al., *English Grammar for Today,* (Hampshire: Macmilan, 1986), 1st Ed. p.51

[8] *Ibid,* p.52

b. For the structure of noun phrase construction, the writer classifies the noun phrase based on the form of modifier itself. The forms of the structure of construction of noun phrase can be: 1).Det.+Adj.+N, 2).N+N, 3).Adj.+N, 4).N+PP, 5).Adj.+N+PP, 6).Det.+N, 7).Det. + Adj+ N+ RCL, 8).Det+E+Adj+N+RCL+PP

B. Biography of Sir Arthur Conan Doyle

Arthur Conan Doyle was born the third of ten siblings on 22 May 1859 in Edinburgh, Scotland. His father, Charles Altamont Doyle, who was born in England of Irish descent, and his mother, born Mary Foley, who was Irish, had married in 1855. Doyle's father died in 1893, in the Crichton Royal, Dumfries, after many years of psychiatric illness.

Conan Doyle was sent to the Roman Catholic Jesuit preparatory school Hodder Place, Stonyhurst, at the age of nine. He then went on to Stonyhurst College until 1875.

From 1876 to 1881 he studied medicine at the University of Edinburgh, including a period working in the town of Aston (now a district of Birmingham) and in Sheffield. While studying, Conan Doyle also began writing short stories; his first published story appeared in *Chambers's Edinburgh Journal* before he was 20. Following his term at university, he was employed as a ship's doctor on the SS *Mayumba* during a voyage to the West African coast. He completed his doctorate on the subject of *tabes dorsalis* in 1885.

In 1885 Conan Doyle married Louisa (or Louise) Hawkins, known as "Touie". She suffered from tuberculosis and died on 4 July 1906. The next year he married Jean Elizabeth Leckie, whom he had first met and fallen in love with in 1897. He had maintained a platonic relationship with Jean while his Louisa was still alive, out of loyalty to her. Jean died in London on 27 June 1940.

Conan Doyle fathered five children. He had two with his first wife—Mary Louise (28 January 1889 – 12 June 1976) and Arthur Alleyne Kingsley, known as Kingsley (15 November 1892 – 28 October 1918)—and three with his second wife—Denis Percy Stewart (17 March 1909 – 9 March 1955), second husband in 1936 of Georgian Princess Nina Mdivani (circa 1910 – 19 February 1987; former sister-in-law of Barbara Hutton); Adrian Malcolm (19 November 1910–3 June 1970) and Jean Lena Annette (21 December 1912–18 November 1997).

In 1882 he joined former classmate George Budd as his partner at a medical practice in Plymouth, but their relationship proved difficult, and Conan Doyle soon left to set up an independent practice. Arriving in Portsmouth in June of that year with less than £10 to his name, he set up a medical practice at 1 Bush Villas in Elm Grove, Southsea. The practice was initially not very successful; while waiting for patients, Conan Doyle again began writing stories and composed his first novel—*The Narrative of John Smith*—which would go unpublished until 2011. His first significant work, *A Study in Scarlet*, appeared in *Beeton's Christmas Annual* for 1887. It featured the first appearance of Sherlock Holmes, who was partially modeled after his former university teacher Joseph Bell. Conan Doyle wrote to him, "It is most certainly to you that I owe Sherlock Holmes. ... Round the centre of deduction and inference and observation which I have heard you inculcate I have tried to build up a man." Future short stories featuring Sherlock Holmes were published in the English *Strand Magazine*. Robert Louis Stevenson was able, even in faraway Samoa, to recognize the strong similarity between Joseph Bell and Sherlock Holmes: "My compliments on your very ingenious and very interesting adventures of Sherlock Holmes. ... Can this be my old friend Joe Bell?" Other authors sometimes suggest additional influences—for instance, the famous Edgar Allan Poe character C. Auguste Dupin. Most noted for his stories about the detective Sherlock Holmes, which are generally considered a major innovation in the field of crime fiction, and for the adventures of Professor Challenger. He was a

prolific writer whose other works include science fiction stories, historical novels, plays and romances, poetry, and non-fiction.

Conan Doyle was found clutching his chest in the hall of Windlesham, his house in Crowborough, East Sussex, on 7 July 1930. He died of a heart attack at the age of 71. His last words were directed toward his wife: "You are wonderful." The epitaph on his gravestone in the churchyard at Minstead in the New Forest, Hampshire, reads: "Steel True Blade Straight Arthur Conan Doyle Knight Patriot, Physician & Man Of Letters".

Undershaw, the home near Hindhead, south of London that Arthur Conan Doyle had built and lived in for at least a decade, was a hotel and restaurant from 1924 until 2004. It was then bought by a developer, and has since been empty while conservationists and Conan Doyle fans fight to preserve it. A statue honors Conan Doyle at Crowborough Cross in Crowborough, where Conan Doyle lived for 23 years. There is also a statue of Sherlock Holmes in Picardy Place, Edinburgh, close to the house where Conan Doyle was born.[9]

C. Noun Phrase in Short Story

Short story is a fictional work of prose that is shorter in length than a novel. Edgar Allan Poe, in his essay "The Philosophy of Composition", said that a short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words.[10]

A short story is a work of fiction that is usually written in prose, often in narrative format. This format tends to be more pointed than longer works of fiction, such as novellas (in the 20th and 21st century sense) and novels or books. Short story definitions based upon length differ somewhat even

---

[9]Sidney Paget, *Sir Arthur Conan Doyle*, retrieved from http://www.sherlockholmesonline.org/Biography/index.html on 15th June 2011

[10]Cliff, *What is a Definition of Short Story?*, retrieved from ,HTTP://WWW.CLIFFSNOTES.COM/SECTION/WHAT-IS-A-DEFINITION-OF-SHORT-STORY-.ID-305403,ARTICLEID-7941.HTML ON 29TH DECEMBER 2010

among professional writers, due somewhat in part to the fragmentation of the medium into genres. [11]

The term "genre" is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose.Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.[12]

According to Gerrot and Wignell, there are many kinds of genres (text type). They are:[13]

a. Spoof

Spoof is a kind of genre that has social function to retell an event with a humorous twist.

b. Recount

It is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

c. Report

Report is a kind of genre that has social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

d. Analytic Exposition

It is a kind of genre that has social function to persuade the reader or listener that something is the case.

e. Anecdote

Anecdote is a kind of genre that has social function to share with others or listeners an account of an unusual or amusing incident.

---

[11]Wikipedia, *Short Story,* retrieved from http://en.wikipedia.org/wiki/Short_story on 29th December 2010

[12] Ken Hyland, *Genre and Second Language Writing,*(The United State of America: The University of Michigan Press, 2004), p.4.

[13] L. Gerrot and P. Wignell, *Making Sense of Functional Grammar,* (Sidney: Antepodean Educational Enterprises, 1995), pp. 192-217

f. Narrative

Narrative is a kind of genre that has social function to amuse, entertain and to deal with actual or various experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

g. Description

It is a kind of genre that has social function to describe a particular person, place, or thing.

h. Hortatory Exposition

It is a kind of genre that has social function to persuade the reader or listener that something should not be the case.

i. Explanation

Explanation is a kind of genre that has social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

j. Reviews

It is a kind of genre that has social function to critique an art work or event for a public audience.

k. Discussion

It is a kind of genre that has social function to present (at least) two points of view about an issue

l. Procedure

Procedure is a kind of genre that has social function to describe how something is accomplished through a sequence of actions or steps

m. News Item

It is a kind of genre that has social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

The story of *The Adventure of Sherlock Holmes* includes narrative, because this story is a fiction story and has a social function to entertain the readers. In the short story must be noun phrase. There are some types of noun phrase that found in the short story. The types are first, *Pre-modified noun phrase,* is a noun in which the head is preceded by a modifier(s), such as noun phrase found in the story "The Adventure of The Speckled Band" NP[(^M_d the $^M_{GP}$ world's $^M_{Adj}$ greatest) (^H_N detective)]. Second, *Post-modified noun phrase,* is a noun phrase in which the head is followed by a modifier(s), such as noun phrase found in the story "A Case of Identity" NP [(^H_N ceremony) $^M_{PP}$(at the church)]. The last is *Pre-modified-post-modified noun phrase,* is a noun phrase in which the head is preceded and followed by a modifier(s), such as noun phrase found in the story "The Boscombe Valley Mystery" NP[(^M_e a ^H_N case $^M_{RCL}$ (involving a youth wrongfully accused of murder)].

D. Teaching Noun Phrase

1. Good Teaching

A question prior to 'What is good teaching?' 'What is teaching?'. What indeed. Teachers may find this bald question strangely difficult to answer. It is just teachers do, in lectures, classes, seminars, workshops and tutorials. Teachers study literary text and movements, theoretical and critical work, performances and so forth, and analyze and discuss them with their students; they try to help their students become better at expressing their ideas and feelings verbally; in writing creatively; teachers mark asses their work, but whatever teacher might reply, they are unlikely these days to say simply, "well, we tell them what we know"

Teaching is a means to an end-a complex of activities, strategies, mechanisms, invitations, stimuli, and rhetorical ploys designed to help students learn and to become better learners.[14]

Good teaching as stated by Hirst and Peters should have some goals. They are:

a. To bring out about learning

b. To signed what is to be learnt

c. To be intelligible to the students and within their capacities

d. To engage and/or extend their enthusiasm for the subject

e. To encourage critical, independent thinking[15]

The first goal assumes that teacher should intend to bring about learning, by whatever means, it means that teaching-learning aims to create conditions in which learning is possible. The second goal draws attention to the point that in education there must be a content to be learnt. It should be clear that the content includes theories, processes, related activities and skills, pursuits and so on. The next goal means that teaching should use a variety ways or technique in which teacher can make the subject matter intelligible to students. Then good teaching should be aiming to engage and/or extend students' interest in and enthusiasm for the subject. We could hardly regard someone as a good teacher if in the process the students were bored or alienated. The last aim teaching should be conducted in such a way that students are encouraged to think critically and independently about what they study.

To reach these goals, teacher needs some teaching approaches, methods and techniques. Edward Anthony, American linguist gave distinction among them.

---

[14] Ellie Chambers and Marshall Gregory, *Teaching and Learning English Literature,* (London: Sage Publications, 2006), 1st Ed. p.40

[15] *Ibid,* p.46

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. While technique is implementational– that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.[16]

It means that an approach is more general than a method while a method is a specific set of procedures that typically compatible with one (or sometime two) approaches and that a technique is a very specific type of learning activity used in one or more methods.

Noun phrase is one part of grammar. Grammar is about form and way to teach form is to give students rules; however, grammar is about much more than forms, and its teaching is ill served if students are simply given rules. The place of grammar in teaching foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive (as it is in our native language), and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learnt.

There are some opinions on this question relating to the teaching of grammar, such as:

First, according to L. Newmark "the important point is that the study of grammar as such is neither necessary nor sufficient for learning to use a language."[17] L. Newmark says that we do not need to learn grammar, as such, in order to learn a language. This statement is probably true: one learns one's mother tongue without studying grammar. But it is, perhaps, a little misleading, and misses the point. The

---

[16] Jack C. Richards and Theodore S. Rodgers, *Op.Cit* .p.15

[17] Penny Ur, *A Course in Language Teaching: Practice and Theory,* (Cambridge: Cambridge University Press, 1991), p.77

important question is not whether teaching and learning grammar is necessary and/or sufficient for language learning, but whether it helps or not. And the writer's opinion is that yes, it does help, provided it is taught consistently as a means to improving mastery of the language, not as an end in itself.

Second, it is still L. Newmark's opinion "the student's craving for explicit formulization of generalization can usually be met better by textbooks and grammar that he reads outside class than by discussion in class."[18] It is better, he says, for the learner to study grammar individually and independently than as a part of the classroom lesson. The interesting thing about this quotation is that the learner does want to study rules ('the student's craving…'). The writer gives on reasons to support his claim that grammar is better studied outside class; and if learners see the study of grammar as desirable as a part of their learning, the writer's opinion this is surely sufficient justification for the teacher to help them by providing information and practice in the classroom.

Next, Eric Hawkins' opinion "the evidence seems to show beyond doubt that though it is by communicative use in real 'speech acts' that the new language 'sticks' in the learner's mind, insight into pattern is an equal partner with communicative use in what language teachers now see as the dual process of acquisition/learning. Grammar, approached as a voyage of discovery into the patterns of language rather than the learning of prescriptive rules, is no longer a bogey word".[19] Here, Eric Hawkin is affirming the usefulness of grammar for effective language learning. He also implies that grammar can be interesting ('a voyage of discovery') in itself: apparently a reaction against traditional prescriptive rule-teaching, which he describes as a 'bogey'. The writer agrees with him in principle and of course the students can find an intrinsic interest in grammar if the teacher can use interesting approach to teach it. The

---

[18] *Ibid*
[19] *Ibid*

main point is an affirmation of its value as a means to help language learning.

Based on these opinions, the writer gives opinion that teaching grammar is crucial because teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately. While grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantic) in context-appropriate use (pragmatic).

Back to teaching noun phrase, of course, needs certain approach, method and technique, because many students who learn English get some difficulties in learning it, especially in analyzing the construction of noun phrase. Noun phrase has many compositions, based on the position of the modifier. Sometimes, the students are difficult to determine the position of the modifier's form. And it is very important teaching noun phrase should have aim that the students should master noun phrase in order they can communicate grammatically and correctly. There are some teaching approaches that can be used in teaching to reach the goals of good teaching such as Grammar-Translation, Direct, Audio-lingual, Oral-Situational, Cognitive, Affective-Humanistic, Comprehension-Based and Communicative Approach.[20]

2. Cognitive Approach

Actually there is no the best approach to teach grammar (noun phrase). Each approach has surplus, lack and characteristic itself. The writer chooses cognitive approach to teach grammar (noun phrase) because she thinks that this approach is appropriate.

First, let the writer explains what we mean when we use the term *language* and *cognition*. Cognition can be thought of as the act or process of obtaining knowledge including perceiving, recognizing,

---

[20] Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language,* (USA:Library of Congress Cataloging-in-Publication Data, 2001), 3rd Ed, p.5

reasoning and judging. Cognition involves thinking, knowing, remembering, categorizing and problem solving. Language refers to a system of symbol that is used to communicate information and knowledge.[21] So, how does thinking affect language and how does language affect thinking? How do they influence each other? Before discussing the link between cognition and language as they occur through life, let define the definition what cognitive approach is.

Actually, this approach is a reaction to the behaviorist features of the Audio-lingual Approach; influenced by cognitive psychology, Neisser, and Chomskyan linguistics (Chomsky).

Cognition refers to mental activity including thinking, remembering, learning and using language. According to N. Ellis, a major researcher notes that the study of cognition in language learning deals with mental representations and information processing.[22] Cognitive approach is theory of grammar that relates grammar to mental processes and structures in human cognition.[23] When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts break down information and rebuild with logical connections, then our understanding of material will increase.

When we are aware of these mental actions, monitor them and control our learning processes it is called metacognition, which varies from situation to situation, will greatly affect how individuals behave in a given situation. Understanding of language, or *psycholinguistics*, is essential to our understanding of print and oral acquisition of knowledge.

---

[21]Insup Taylor, *Psycholinguistics: Learning and Using Language*, (USA: Prentice-Hall, 1990), p.19
[22] Marianne Celce-Murcia, *Op.Cit.,* p. 267
[23]Wikipedia "Cognitive Approach to Grammar", retrieved from http://en.wikipedia.org/wiki/Cognitive_approaches_to_grammar on 7th of February 2011

Comprehension and perception will allow individuals to interpret information.

The usefulness of cognitive approach to grammar instruction in ESL/EFL becomes clear when we consider the problems with purely communicative approaches. These tend to be based on theories which distinguish between language acquisition-an unconscious process similar to the way children learn their first language – and language learning, or formal instruction on rules, forms, and vocabulary. These theories claim that the best way to learn a language, either inside or outside a classroom, is not by treating it as an object for study but by experiencing it meaningfully, as a tool for communication – perhaps with target grammar structures physically highlighted or embedded within communicative activities as recommended by current "focus-on-form" approaches to grammar instruction.[24]

This view may be acceptable for many ESL classrooms, although considerable research shows that when students receive only communicative lessons, with no instruction on grammar points, their level of accuracy suffers.

Currently there are four main views of the relationship between language and thought. One view derives from the attempts of structural linguists in the early part of the twentieth century to characterize cultures by the features and complexity of their languages. This is represented by Sapir-Whorf hypothesis which suggest that both thought and language are determined by culture.[25] Known as linguistic determinism, this position refers to the idea that people's thought processes are culturally determined by the features of the language they speak.

The second view of the relationship between language and thought is held by researcher such as the child psychologist Piaget, and suggest that cognitive development in the infant occurs in clearly defined stages

---

[24] Marianne Celce-Murcia, *Op.Cit.,* p. 268
[25] *Ibid,* p. 269

and precedes language. Thus, before infants can learn language forms such as noun, they must possess certain cognitive prerequisites such as an understanding that objects have a permanent existence.

A third theory derives from the rationalist concept of innate mental structures and views language and cognition as separate. This approach is represented by the work of Chomsky and more recently by Pinker who argue that language is an innate, human specific ability which is not dependent on other cognitive processes.

Although the existence of innate principles has received some empirical support, it has also been suggested that social interaction is a major importance in developing language capacity. This fourth view comes from interactionists such as Vygotsky who hold that thought and language are initially separate but become interdependent during acts of communication since meaning is created through interaction.[26]

There are some principles in cognitive approach such as:

a. Language learning is viewed as rule acquisition, not habit formation.

b. Instruction is often individualized; learners are responsible for their own learning.

c. Grammar must be taught but it can be taught deductively (rules first, practice later) and or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).

d. Pronunciation is de-emphasized; perfection is viewed as unrealistic and unattainable.

e. Reading and writing are once again as important, especially at intermediate and advanced levels.

f. Errors are viewed as inevitable, to be used constructively in the learning process.

---

[26] *Ibid.*

g. The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.[27]

Researchers using cognitive models to study second/foreign language learning (e.g., McLaughlin; Ellis; Skehan; Tomasello) note that psycholinguistic perspectives have been underrepresented due to influences from structural linguistics and Chomskian theories of an innate language acquisition module. As mentioned, although granting that innate processes appear to guide first language acquisition in small children, many researchers suggest that after a certain age suggested to be at puberty, when myelination of neuron connections occurs second/foreign language learning can be explained cognitively using the three components if an information processing model: (1) input, (2) central processing, and (3) output.[28]

2.1 Input

Input provides essential positive evidence, the language data that allows acquisition to occur. The stages for processing selected/noticed input are: (1) the encoding stage, where existing knowledge located in long term-memory is activated and used to interpret the new input and construct meaning from it; (2) a transformation stage, where input is transformed to meaning, this taking place in short-term or working memory, and (3) a storage stage, in which the meaning is rehearsed and then transferred for storage in long term-memory.[29]

2.2 Central Processing

Information processing refers to the many complex mental transformations which occur between input and output. Two basic psychological concepts are used to understand the mind's construction of meaning from language input: *bottom-up* and *top-down* processing. The first refers to the process of decoding specific

---

[27] *Ibid,* p.7
[28] *Ibid,* p.270
[29] *Ibid.*

bits of information from input.[30] For example, a reader recognizes the individual words and the syntactical rules which organizes noun phrase. In contrast, top-down processing refers to the use of world knowledge, past experience, expectations, predictions and intuition stored in the individual's mind in order to make sense of input.[31]

Cognitive scientists make a distinction between *short-term* or working memory, and *long-term*, or secondary-memory. *Short-term memory* receives input but is limited in storage capacity. Research suggests that generally only seven items can be stored for about a minute in short-term memory, whereas *long-term memory* is limitless. Transfer from working memory to storage in long term memory is very important, and has been suggested to be facilitated by noticing an item in input. These types of memory, short- and long-term, are important in the development of knowledge about language.[32]

There are two forms of knowledge. First is *declarative/explicit knowledge* and second is *procedural/implicit knowledge. Explicit knowledge* is knowledge about something. It is factual information which is conscious, and is thought to consist of proposition (language based representations) and images (perception based on representations.). For example, when students are able to remember grammar rules, they are drawing on their explicit knowledge.[33]

In contrast, *implicit knowledge* is knowing how to do something and is usually unconscious. For example the ability to speak a second/foreign language fluently is a skill that is dependent on procedural knowledge used automatically.[34]

---

[30] *Ibid,* p.271
[31] *Ibid*
[32] David W. Carrol, *Psychology of Language,* (USA: Cole Publishing Company, 1999),p.49
[33] Marriene Celce-Muria, *Op.Cit*, p.272
[34] *Ibid*

The two language knowledge systems are connected by *noticing* or *awareness*, a connection which has been referred to as the "Noticing Hypothesis".

Noticing works as follows. Once a student becomes aware of a particular grammar point or language feature in input, he or she often continues to notice the structure in subsequent input, particularly if the structure is used frequently. Repeated noticing and continued awareness of language features is important because it appears to rise the students consciousness of the structure and to facilitate restructuring of the learner's unconscious system of linguistic knowledge. Thus when a student pays attention when receiving a grammar lesson and doing practice exercises, he or she becomes aware of the grammar feature. When that feature is encountered in input, the student often tends to notice it, recalling that he or she learned about it previously. When this happens frequently, his or her unconscious language system begins to develop new hypotheses about language structure, altering his or he language system. The student tests the new hypotheses by noticing language input and by getting feedback on the accuracy of his or her own input.[35]

The final point is the distinction between *serial* and *parallel processing* of information. Serial processing is linear or sequential and takes place one step at a time, whereas parallel processing is a special model of cognition based on the idea that many processes occur simultaneously and are interconnected, forming neural networks of various levels of activation depending on what is being processed. Initial processing steps are usually done serially; input is received and selectively taken into short term memory with the aid of attention and various strategies. [36]

---

[35] *Ibid,* p.273
[36] David W. Carrol, *Op.Cit,*p. 52

2.3 Output

The final part of an information processing model is output. In second/foreign language learning theory it has been suggested that giving learners the opportunity for output is just as important as giving them input because output serves critical functions in the learning process.[37] When language learner experience difficulties as they attempt to use the target language to communicate, they often become aware of what they need to know to express them-selves effectively. They may ask their fellow students or their teacher for help, or use their textbook or dictionary to locate the required phrases or forms.

E. Previous Research

There are some researches which attempt to study the topic related to the noun phrase, noun phrase in short story, and sentence analysis which is line with the researcher's.

The thesis entitled *A Descriptive Study of Noun Phrase Construction In English Vocational Advertisement In Kompas Newspaper* written by Agus Pramono, the student of Muhammadiyah University Surakarta 2008. This study is about noun phrases in English; especially the noun phrases constructions in English vocational advertisement. This research is aimed at identifying the Noun phrase construction in English vocational advertisement and to describe the typical construction of English vocational advertisement. This research is descriptive qualitative research that describes the phrase construction in English vocational advertisement. The result of this research is some patterns of Noun Phrase construction in English vocational advertisement in Kompas News Paper. The pattern of Noun

---

[37] Marriane Celce-Muria, *Op.Cit,* p.273

Phrase are; 1).Det. +Adj.+N, 2).N+N, 3).Adj.+N, 4).N+PP, 5).Adj.+N+PP, 6).Det.+N.[38]

Another final project discussing noun phrase which the researcher found is entitled *An Analysis of Noun Phrase Translation From English in Ernest Hemingway's The Old Man And The Sea Into Bahasa Indonesia in Sapardi Djoko Damono's Lelaki Tua Dan Laut* written by Asem Tarigan the student of Faculty of Letters and Fine Arts Sebelas Maret University Surakarta 2003. This research is descriptive-qualitative. The researcher analyses the translation of English noun phrases in Ernest Hemingway's The Old Man and The Sea into Bahasa Indonesia in Sapardi Djoko Damono's Lelaki Tua dan Laut. The aim of the research is to find out the translation types used to translate English noun phrases and the varieties of changes of the English noun phrases in Ernest Hemingway's The Old Man and The Sea into their Bahasa Indonesia equivalents in Sapardi Djoko Damono's Lelaki Tua dan Laut.

The result of the research shows that the translation types used in translating English noun phrases in Ernest Hemingway's The Old Man and The Sea into their Bahasa Indonesia equivalents in Sapardi Djoko Damono's Lelaki Tua dan Laut are word for word translation, literal translation and free translation. It also shows that there, in fact, are fifteen varieties of changes from English noun phrases to their bahasa Indonesia Equivalents. Eight varieties belong to appropriate translation category, of which the variety of change from pre-modifier + head to *inti + keterangan* is the most frequently occurring one, with 28.04%.

Seven varieties happen to belong to inappropriate translation category, of which the variety of change from pre-modifier (direct modifier) + head +

---

[38] Agus Pramono, "A Descriptive Study of Noun Phrase Construction In English Vocational Advertisement In Kompas Newspaper", Thesis of Muhammadiyah University, (Surakarta: Muhammadiyah University, 2003), p. 42-43

post-modifier (indirect modifier) to *inti + keterangan* is the most frequently occurring one, with 4.88%.[39]

The last thesis is *An Analysis Noun and Verb Phrase in D.H. Lawrence's Novel "Son and Lovers"* written by Khoirun Nisa the student of English Department of Semarang State University, 2009. This research is descriptive-qualitative. It analyses noun verb phrase in the novel "Son and Lovers" through of theory of Transformational Generative Grammar. Besides discussing the form of English noun and verb phrase, this thesis also learns their position function and category in the sentence. The result of this research shows that there are 4,4 % noun phrase and 3,4 % verb phrase that are used in D.H. Lawrence's novel "son and lovers".[40]

The thesis which the writer writes is different from the previous researches above. The first previous research does not analyze the type of noun phrase and the second research analyzes the noun phrase from its translation and equivalent and the last previous research analyses noun and verb phrase through of the theory of Transformational Generative Grammar. All researches also do not explain an approach or technique to teach noun phrase.

---

[39] Asem Tarigan, "An Analysis of Noun Phrase Translation From English in Ernest Hemingway's The Old Man And The sea Into Bahasa Indonesia in Sapardi Djoko Damono's Lelaki Tua Dan Laut", Thesis of Sebelas Maret University, (Sebelas Maret University: Surakarta, 2003), p.48-50.

[40] Khairun Nisa, "An Analysis Noun and Verb Phrase in D.H. Lawrence's Novel "Son and Lovers", Thesis of Semarang State University, (Semarang State University, 2009), p.63-65.