

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter the writer would like to conclude from the whole description and analysis of this research. The conclusions based on the statements of the problem of this research are:

1. There are three types of noun phrase which have been discussed before. They are *pre-modified noun phrase*, *post-modified noun phrase* and *pre-modified-post-modified noun phrase*. *Pre-modified noun phrase* is a noun phrase in which the head is preceded by a modifier (s). Next is *post-modified noun phrase*. It is a noun phrase in which the head is followed by a modifier (r). The last is *pre-modified-post-modified noun phrase*, a noun phrase in which the head is preceded and followed by a modifier (s). In the story of *The Adventure of Sherlock Holmes* is found three types of those noun phrases. The most common type that is used in this story is *pre-modified noun phrase*. There are 135 *Pre-Modified Noun Phrases*, followed by *pre-modified-post-modified noun phrase*, 48 noun phrases. The least is *post-modified noun phrase*, just 5 noun phrases.
2. There are eight classifications of modifier composition that builds noun phrase. Those are determiner, enumerator, adjective, noun, adverb, prepositional phrase, relative clause and other form of post-modifier. This story, *The Adventure of Sherlock Holmes*, applies all kinds of noun phrase using various kinds of modifier. The most common modifier used in this story is *determiner* that found in 132 noun phrases. Then, it is followed by *enumerator* found in 48 noun phrases. *Adjective* to be the next common modifier found in 45 noun phrases. After that, *relative clause* becomes the fourth range of the common modifier that is found in 15 noun phrases. Noun is the next that is found in 13 noun phrases. The least is *adverb*, it is only found in one noun phrase. The patterns of noun phrase construction

that found in *The Adventure Sherlock Holmes* are: 1) e+N+PP, 2) d+N, 3) d+N+PP, 4) adj+N, 5) e+adj+N, 6) d+N+N, 7) d+adj+N+PP, 8) d+adj+N+RCL, 9) N+PP, 10) N+adj, 11) e+adj+N+PP, 12) e+N, 13) adj+N+N, 14) e+adv+adj+N, 15) N+ RCL.

3. The writer conclude that cognitive approach can be used to teach noun phrase as stated in chapter II that good teaching has some goals. It needs an approach and some techniques to reach those goals. In this study the writer suggested cognitive approach to teach noun phrase and also the writer applied some techniques in it such as using game. A game can be used as a technique to teach noun phrase because there are some benefit of using game, such as:

- Games are enjoyable and challenging but not threatening.
- Games promote healthy competition and help students overcome shyness about using the language.
- Through games, student experiment, discover, and interact with others.
- Games provide language practice, review and consolidation in the various skill-speaking, writing, listening and reading.
- Games help the teacher build better class relationships and encourage class participant.
- Games help the teacher create context in which the language is useful and meaningful.

B. Suggestion

Based on the whole result of this study, the writer would like to give some suggestions as the following:

1. The teachers
 - Before teaching the teachers should make lesson plan and prepare the material well.
 - Because there are some types and constructions of noun phrase that sometime make the students to be confused so the teachers should use good teaching technique, make fun and interesting learning.

- The teachers can use cognitive approach to teach grammar (noun phrase) and apply some techniques for example using game.
- The teachers should give more opportunities to practice some exercises both written and spoken for the students.
- The teachers should give more attention to the students whether they can understand the material comprehensively or not.

2. The Students

- The students should study about noun phrase comprehensively to extend their knowledge.
- The students should practice noun phrase both written and spoken.
- The students should pay attention to the teacher when he/she teaches the lesson and the students should be active and brave asking to the teacher if they have not understood yet about the lesson.

3. The next researchers

- This study can be a reference to conduct further research in the same field.
- Hopefully, the next researcher will be able to do a research on short story from the other feature of language.

C. Closure

Finally, the writer realizes that this paper has not been perfect yet so the constructive critics and advice can be suggested to make this research better. Hopefully this research will give useful benefits for us. Amin.