TYPES AND CONSTRUCTIONS OF NOUN PHRASES
IN *THE ADVENTURE OF SHERLOCK HOLMES* AND
THEIR TEACHING APPROACH

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
the Degree of Bachelor in English Language Education

By
HIDAYATUL MUTMAINNAH
Student’s Number : 073411062

EDUCATION FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2011
THESIS PROJECT STATEMENT

I am, the student with the following identify:

Name : Hidayatul Mutmainnah
Student Number : 073411062
Department : English Language Education

certify that this is definitely my own work. I am completely responsible for the content of this thesis. Other write’s opinions of findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 31st May 2011

The Writer

Hidayatul Mutmainnah
Student’s Number: 073411062
RATIFICATION

Thesis with the following identification:

Title: Types and Constructions of Noun Phrases in The Adventure of Sherlock Holmes and Their Teaching Approach

Name of Student: Hidayatul Mutmainnah
Student Number: 073411062
Department: Tadris
Field of the Study: English Language Education

had been ratified by the board of examiners of Education Faculty of Walisongo State Institute for Islamic Studies and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, June 14th, 2011

THE BOARD OF EXAMINERS

Chair Person,

Dr. Ahwan Fanani, M.Ag.
NIP. 19780930200312 1 001
Examiner I,

Siti Tarwiyah, S.S., M.Hum.
NIP. 197211081999032001
Advisor I,

M. Nafi' Annury, M.Pd.
NIP. 19780719 200501 1 007
Examiner II,

Secretary,

M. Nafi' Annury, M.Pd.
NIP. 19780719 200501 1 007

Dr. Musthofa M.Ag.
NIP. 19710403199603 1 002
Advisor II,

Dr. H. Ruswan, MA.
NIP. 19680424 199303 1 004
ADVISOR NOTE

Semarang, June 1st 2011

To
The Dean of Education Faculty
Walisongo State Institute for Islamic Studies

Assalamu’alaikum Wr.Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : Types And Constructions Of Noun Phrases In The Adventure Of Sherlock Holmes And Their Teaching Approach
Name of Student : Hidayatul Mutmainnah
Student Number : 073411062
Department : Tadris
Field of Study : English Education

I state the thesis is ready to be submitted to Education Faculty Walisongo State Institute for Islamic Studies to be examined at Munaqasyah session.

Wassalamu’alaikum Wr.Wb.

Advisor

M.Nafi Annur, M.Pd
NIP. 19780719 200501 1 007
ADVISOR NOTE
Semarang, June 1st 2011

To
The Dean of Education Faculty
Walisongo State Institute for Islamic Studies

Assalamu'alaikum Wr.Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title: Types And Constructions Of Noun Phrases In The Adventure Of Sherlock Holmes And Their Teaching Approach
Name of Student: Hidayatul Mutmainnah
Student Number: 073411062
Department: Tadris
Field of Study: English Education

I state the thesis is ready to be submitted to Education Faculty Walisongo State Institute for Islamic Studies to be examined at Munaqasyah session.

Wassalamu'alaikum Wr.Wb.

Advisor II

DR. H. Ruswan, M.A
NIP. 19680424 199303 1 004
ABSTRACT

Title : Types and Constructions of Noun Phrases in The Adventure of Sherlock Holmes and Their Teaching Approach
Writer : Hidayatul Mutmainnah
Student Number : 073411062

The objectives of this study are to find out and analyze what the common type and construction of noun phrase used in short story entitled The Adventures of Sherlock Holmes is and also to know what teaching approach can be used to teach noun phrase.

This study is descriptive qualitative study. It is kind of method which is conducted by collecting data, analyzing the data, and drawing representative conclusion. The writer collected and analyzed the types and constructions of noun phrases in The Adventure of Sherlock Holmes. The total number of the data is 187 noun phrases. After being documented, the writer classified them based on the types and constructions of noun phrase then inserted into a table.

As result of this study, the writer can conclude that there are three types of noun phrase which are found in the story entitled The Adventure of Sherlock Holmes. They are pre-modified noun phrase, post-modified noun phrase and pre-post-modified noun phrase. 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.

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.

From the result of this study, the writer can 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 using 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.
The meaning:

“Seest thou not how Allah sets forth a parable? A goodly word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens”.¹

DEDICATION

The thesis is dedicated to:

1. My beloved parents, Abdul Halim and Siti Maryam, love and respect are always for them. Thank you for all your sacrifice to make me educated. There is no word to express all your kindness, may God always gives His blessing to all of you.

2. My beloved family
ACKNOWLEDGEMENT

Bismillahir Rahmanir Rahim

In the name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strength and guidance for the writer, so that this thesis can be finished.

Shalawat and salam may be granted to our noble prophet Muhammad Saw who has brought Islam until this present and guided us from the darkness to the brightness.

I realize that I can not complete this thesis without the help of others. Many people have helped me during the writing of this thesis and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

1. Prof. Dr. H. Muhibbin, M.Ag., as the Head of Walisongo State Institute for Islamic Studies.
2. Dr. Suja’i M.Ag., as the Dean of Education Faculty.
3. Siti Tarwiyah, M.Hum. as the Head of English Department.
4. M. Nafi Annury M.Pd. as the first advisor and Dr. H. Ruswan, M.A as the second advisor for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
5. Lectures in English Department of Education Faculty for valuable knowledge, guidance, and advices during the years of my study.
6. My beloved parents, Abdul Halim and Siti Maryam who always give me support and motivation to finish this thesis with prayer, patience, and love.
7. My beloved sisters and brothers (Ahmad Syaifuddin, Muhammad Zamroni, Sutarwan Nawawi, Durrotun Nashihah, Syafa’atun, Ahmad Roisul Anwar) who always support me.
8. My beloved nephews and nieces (Maulana Abdul Qadir, M. Zahid Maheswara, Zahrani Sakina Al-Ma’wa, Salwa Salsabila) who always make me spirit.
9. My brother “Adi Nur Cahyo” who always accompany me in need and in deed.
10. My best friends of TBI B Class (Miss Aini, Atik, Sohi, Zazak, Devi and all students of TBI B class that I can not mention one by one)
11. All my friends in Walisongo State Institute for Islamic Studies.
12. My friends in Pondok Ngaliyan Asri K-15

The writer also thanks to the other people who cannot be mentioned one by one, for their help and support. The writer realized that this thesis would not be finished without their participation.

Finally, the writer understands that this thesis is far from perfect. Therefore, any criticism and suggestion for my further writing will be accepted. The writer hopes that this thesis will be useful for everyone.

The Writer

Hidayatul Mutmainnah
Student’s Number 073411062
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE ..................................................</td>
<td>i</td>
</tr>
<tr>
<td>THESIS STATEMENT ....................................</td>
<td>ii</td>
</tr>
<tr>
<td>RATIFICATION .......................................</td>
<td>iii</td>
</tr>
<tr>
<td>ADVISOR NOTE .......................................</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT ...........................................</td>
<td>vi</td>
</tr>
<tr>
<td>MOTTO ...............................................</td>
<td>vii</td>
</tr>
<tr>
<td>DEDICATION .........................................</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT ....................................</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENT ..................................</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER I : INTRODUCTION ......................... 1

A. Background Of The Study ....................... 1
B. Research Question .............................. 5
C. Objectives Of The Study
   and Pedagogical Significance ................. 5

## CHAPTER II : REVIEW OF RELATED LITERATURE ...... 7

A. Noun Phrase ....................................... 7
   1. Definition of Noun Phrase ................. 7
   2. Function of Noun Phrase .................... 8
   3. Structure of Noun Phrase ................. 8
   4. Types of Noun Phrase ....................... 10
   5. Constructions of Noun Phrase ............. 10
B. Biography of Sir Arthur Conan Doyle .......... 11
C. Noun Phrase in Short Story .................. 13
D. Teaching Noun Phrase ......................... 16
   1. Good Teaching ............................ 16
   2. Cognitive Approach ....................... 20
E. Previous Researches ......................... 27
CHAPTER I
INTRODUCTION

A. Background of The Study

Language is used as a means of communication in society. It is an important role in our life. Language is a means of communication that enables human beings to communicate, cooperate and get along with each other. People use language to convey messages to the other. Language is a means to communicate ideas, opinions and feelings. Oxford Learner’s Pocket Dictionary stated that “Language is system of sounds, words, manner, signs, symbols, used by human to communicate thoughts and feelings”.

Language is an arbitrary system of speech sound which is used or can be used in interpersonal communication by an aggregation of human beings which rather exhaustively catalogs things, process and event in the human environment. From the definition above it is identified that language comprises process. It means that there must be a process in acquiring a new language. In addition the process will take a long period. The learners will look toward such many things as writing system, spelling vocabularies and even grammar.

One of language used by the largest number of people in the world is English. It has been spread all over the world and it plays an important role in International communication as well as spoken language among various groups or parts of the world. Automatically, English becomes important to be taught in Indonesia. And since the position of English as an international language, English plays important role in international world because the development of science and technology is mostly transferred through English as its medium.

---

Learning English is not easy for Indonesian learners. There are four skills in studying English: listening, speaking, reading and writing. One of the components supporting four skills in studying English is grammar. Grammar as one of components that is difficult to be mastered by students takes very important rule in composing language because to understand the nature of language, we must understand the nature of grammar, and in particular, the internalized, unconscious set of rules that is part of every grammar of every language.:

Most of Indonesian learners get difficulty in studying grammar. While grammatical mastery of the target language is important as asserted by Chomsky cited by Steinberg, one of the fundamental language ability should be possessed by people in order to be able to communicate is the ability to produce and comprehend grammatical sentence.

Grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. The meaning of grammar based on Oxford Advanced Learner’s Dictionary of Current English is the rules in a language for changing the form of words and joining them in sentences or a particular theory that is intended to explain the rules of a language in general. Thus, a grammar is a description of the rules that govern how a language’s sentence is formed.

So by using grammar, we have to be able to combine words and phrase to be a good sentence in language. People should have a good sentence to communicate well with each other. Those two things are a good word and a systematic phrase. As stated in verse 24 of Surah Abraham that learning grammar is very important aspect to language acquisition:

---

6 Scott Thornbury, How to Teach Grammar, (English: Bluestone Press, 1999), p.1
The meaning:

"Seest thou not how Allah sets forth a parable? A goodly word like a goodly tree, whose root is firmly fixed, and its branches (reach) to the heavens". 8

This serve can be put in language context which states that learning grammar is important. “A good word” can be interfered with producing the language accurately and appropriately. The place of grammar is considered as fundamental factor like a good tree whose root is firm and its branches are in the sky. It is means that one should posses the basic knowledge of grammar in order to be able to communicate grammatically.

Studying phrase, we are required to know each individual word/constituent. A phrase is a group of words that functions as a single unit in the syntax of a sentence. Noun phrase is one of varieties of phrase which is part of grammatical structures. Grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantics) in context-appropriate use (pragmatics). It means that teacher should be able to teach grammar (in this context, noun phrase) for the students that having aim the students can master noun phrase not only its form and meaning, but also the use to communicate grammatically and correctly. Many scientists have defined what actually noun phrase is. The following are several definitions of noun phrase; Noun phrase is a noun head that has adjective modifiers that appear before and after it. 9 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. 10

whose head is a noun or a pronoun, optionally accompanied by a modifier set.\textsuperscript{11} Noun phrase is a noun combines with other words in a noun phrase.\textsuperscript{12}

Noun phrase has some types and constructions. Type means one of a group of things or people with certain features in common; kind or sort.\textsuperscript{13} In this study types means kinds or sort of noun phrase. There are three types of noun phrase such as \textit{pre-modified}, \textit{post-modified} and \textit{pre-post-modified noun phrase}. The definition of construction is way or act of constructing; structure or building.\textsuperscript{14} Construction here means the structure that builds noun phrase. There are some constructions of noun phrase such as 1) e+N+PP, 2) d+N, 3)d+N+PP, 4) adj+N, 5) e+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.

Many Indonesian learners get some difficulties in learning noun phrase, especially in analyzing the construction of noun phrase. Noun phrase has many compositions, based on the position of the modifier. Sometimes, the Indonesian learners are difficult to determine the position of the modifier’s form.

From the explanation above, the writer comes to the conclusion that the analysis of English noun phrase is important in order to develop and broaden our knowledge of grammar as one of components of English. And also by administering this study, we are going to know the variety of English words in general and the English noun phrase in particular. In spite of this, Mastering noun phrase can make our English skill better both written and spoken English. That to be the last reason why the writer chooses analyzing noun phrase is the writer would like to share the result of analysis of types and constructions of noun phrase found in \textit{The Adventures of Sherlock Holmes} and also to know what teaching approach can be used to teach noun phrase with

\textsuperscript{12}John Eastwood, \textit{oxford guide to English grammar}. (New York: Oxford University Press, 2002), 7\textsuperscript{th}Ed.p. 175
\textsuperscript{14}\textit{Ibid},p.86
the readers and English learners. Approach here means a set of correlative assumptions dealing with the nature of language teaching and learning.\textsuperscript{15}

The writer chooses short story to be analyzed because some materials in textbook are short story. And most of learners are interested in reading short story. The writer chooses the book entitled *The Adventures of Sherlock Holmes* written by Sir Arthur Conan Doyle to be the object of this research because it has interesting story. It contains a group of short stories. There are ten short stories in this book. These stories tell about the adventure of Sherlock Holmes as a detective. The theme of these stories is about criminality and murder.

The result of this research expected will give several contributions for the readers in general and for the students at English department in particular.

\textbf{B. Research Question}

Based on the description of the study above, the researcher would like to make statement of the problems. The problems that are going to be discussed in this study can be stated as follows:

1. What are the common types and constructions of noun phrase used in the short story entitled *The Adventures of Sherlock Holmes*?
2. What teaching approach can be used to teach noun phrase?

\textbf{C. Objectives Of The Study And Pedagogical Significance}

The objectives of the study are to find out and analyze what the common type and construction of noun phrase used in short story entitled *The Adventures of Sherlock Holmes* is and also to know what teaching approach can be used to teach noun phrase.

Hopefully, the result of this study would give valuable contributions to the English language learning context and will be beneficial for many sides such as for students, teacher, writer, reader and next researcher:

1. For the writer; the result of this study can improve her knowledge about noun phrase
2. For the students; the result of this study may help students to improve their understanding on noun phrase.
3. For the teacher; the result of this study can give inspiration to the teacher to enrich their teaching method.
4. For the next researcher who is interested in this subject and has strong commitment to do a further research in this field by extending it to other level, other subject, and to different setting.
5. For reader; this research hoped can give more beneficial information and knowledge about noun phrase.
CHAPTER II
REVIEW OF RELATED LITERATURE

F. 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.\(^{16}\)
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.\(^{17}\)
c. A noun phrase (abbreviated NP) is a phrase whose head is a noun or a pronoun, optionally accompanied by a modifier set.\(^{18}\)

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

\(^{16}\) Marcella Frank, Op.Cit p.112
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:
   [\(\text{S}_{\text{NP}}\text{(My new car)}\text{P}_{\text{VP}}\text{(is)}\text{C}_{\text{AdjP}}\text{(expensive)}\)]

b. Object
   Example:
   [\(\text{S}_{\text{NP}}\text{(John)}\text{P}_{\text{VP}}\text{(have killed)}\text{O}_{\text{NP}}\text{(the beautiful girl)}\)]

c. Complement
   Example:
   [\(\text{S}_{\text{NP}}\text{(This)}\text{P}_{\text{VP}}\text{(is)}\text{C}_{\text{NP}}\text{(the big house)}\)]

d. Adverbial
   Example:
   [\(\text{S}_{\text{NP}}\text{(Mary)}\text{P}_{\text{VP}}\text{(visited)}\text{O}_{\text{NP}}\text{(her mother)}\text{A}_{\text{NP}}\text{(last night)}\)]

e. Modifier in other noun phrase
   Example:
   [\(\text{H}_{\text{N}}\text{(Girl)}\text{M}_{\text{NPS}}\text{(the seller)}\)]

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.\(^{19}\)

   The head of noun phrase may be:

---

A noun: NP [This[^1] car]
A pronoun: NP [someone (in the corner)]
An enumerator: NP [The[^3] first], or
Genitive phrase: NP [Maulana’s]

b. *The pre-modification*, which comprises all the items placed before head – notably, determiner, enumerator, adjective, noun, genitive phrase and adverb.\(^{20}\)
c. *The post-modification*, comprising all the items placed after the head – notably, prepositional phrase, nonfinite clauses, and relative clause.\(^{21}\)

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

\[
\text{NP } \left[ M_d \text{The } M \text{two } M_{\text{adj} \text{difficult } M_N \text{English } M_N \text{grammar } M_N \text{teaching } H \text{Nsystem}} \right]
\]

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:

\[
\text{NP } \left[ M_d \text{The } N_{\text{student } M_{\text{PP} \text{(in the largest light class room) } M_{\text{Rel} \text{(which is decorated beautifully)}}}} \right]
\]

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

\(^{20}\) *Ibid*, p.364
\(^{21}\) *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 \[NP\{(your house)\} \text{ and ‘handsome’ in } NP\{\text{handsome man}\}\]

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

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 \[NP\{\text{the smartest student of Walisongo State Institute of Islamic Studies}\}\]

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.”. 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). 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.

---

23 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,

G. 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.

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.24


25Cliff, 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

H. 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.25

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
among professional writers, due somewhat in part to the fragmentation of
the medium into genres. 26

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. 27

According to Gerrot and Wignell, there are many kinds of genres (text
type). They are: 28

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.

December 2010

27 Ken Hyland, Genre and Second Language Writing,(The United State of America: The

28 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)].

I. 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.29

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 thinking30

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.

---

30 *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.31

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.”32 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

---

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.”33 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”.34 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

33 Ibid
34 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.35

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,

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. 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. Cognitive approach is theory of grammar that relates grammar to mental processes and structures in human cognition. 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.

---

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.  

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. 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

---

40 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.\(^{41}\)

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.

\(^{41}\text{Ibid.}\)
g. The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.\textsuperscript{42}

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.\textsuperscript{43}

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.\textsuperscript{44}

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

\textsuperscript{42} Ibid, p.7
\textsuperscript{43} Ibid, p.270
\textsuperscript{44} Ibid.
bits of information from input.\textsuperscript{45} 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.\textsuperscript{46}

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.\textsuperscript{47}

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.\textsuperscript{48}

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.\textsuperscript{49}

\textsuperscript{45} Ibid, p.271
\textsuperscript{46} Ibid
\textsuperscript{47} David W. Carrol, Psychology of Language, (USA: Cole Publishing Company, 1999),p.49
\textsuperscript{48} Marriene Celce-Muria, Op.Cit, p.272
\textsuperscript{49} 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 her 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.\(^{50}\)

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.\(^{51}\)

\(^{50}\) Ibid, p.273
\(^{51}\) 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.\textsuperscript{52} 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 themselves 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.

J. 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 \textit{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

\begin{footnote}
\textsuperscript{52} Marriane Celce-Muria, \textit{Op.Cit}, p.273
\end{footnote}

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 +

\textsuperscript{53} 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%.

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”.

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.

---


CHAPTER III
METHOD OF INVESTIGATION

E. Research Approach

Considering the purpose of the research and the nature of the problem, this research is a descriptive qualitative one. It is descriptive because the objective of this study are observing and finding the information as many as possible of the phenomenon.\textsuperscript{56} It is kind of method which is conducted by collecting data, analyzing the data, and drawing representative conclusion. In this kind of method, the data used as samples are not figures but might be some words or description of something.

In this research the writer analyzes noun phrase of Sir Arthur Conan Doyle’s short story \textit{The Adventures of Sherlock Holmes}. Then, the writer analyzes more to know what teaching technique can be used to teach noun phrase. It is qualitative because this study written based on qualitative data. A qualitative data can not be measured directly by number or statistical analysis. It is drawn by words and sentences.

Qualitative research is fundamentally interpretive. This means the researcher makes an interpretation and description of the data. Qualitative research has a purpose to understand the phenomenon of subject’s study such as action, perception, motivation, behavior etc; holistically and descriptively in words and language at specific natural concept and used some natural method.\textsuperscript{57}

\begin{flushright}
\textsuperscript{56} M. Hariwijaya and Triton, \textit{Pedoman Penulisan Ilmiah: Proposal dan Skripsi}, (Yogyakarta: Oryza, 2008), P. 22
\end{flushright}
F. Source of Data

As the object of this study, the writer takes some short stories from the book entitled *The Adventures of Sherlock Holmes* written by Sir Arthur Conan Doyle which contains ten short stories. The writer would like to take three of them, they are entitled; *The Adventure of Speckled Band, A Case of Identity* and *The Boscombe Valley Mystery*.

G. Technique of Data Collection

Because the data in this study is book (short story), that it means the documented data, so the technique used for collecting data is documentation study technique. Documentation study may refer to the technique of collecting data by gathering and analyzing documents, while documents are any communicable materials (such as text, video, audio etc) used to explain some attributes of an object, system or procedure.\(^{58}\).

According Arikunto, documentation refers to find the data about something or variable in the form of note, transcript, book, newspaper, magazine, epigraph, agenda, etc.\(^{59}\)

The techniques in collecting data in this study can be summarized into several steps. Those are:

1. Reading

Reading is an earlier activity in analyzing data. It is done by reading short stories of *The Adventures of Sherlock Holmes*. By reading, the writer tries to understand the content of the story.

2. Identifying

The next step is identifying the phrases that are considered as noun phrases which have a noun head.

---

\(^{58}\) Hilmi Nasution, *Documentation Study*, retrieved from http://www.answer.com/topic/documentationstudy/20data on 29\(^{th}\) December 2010

3. Classifying

The third step is classifying the data. Noun phrases that are found then classified based on the modifier, because the modifier influences the types and constructions of the noun phrases.

4. Reporting

The complete data that has been classified are reported in the appendices. There are three appendices; appendix 1 contains table of analysis results. Appendix 2 contains chart of cognitive process. Appendix 3 contains the selected short story.

H. Technique of Data Analysis

After the data are obtained they are analyzed descriptively involving the description and the interpretation of the data. In analyzing the data there are several steps that should be administered. The steps are as follows:

a. First, the writer analyzes the noun phrase based on their types and construction. Types of noun phrases include pre-modified, post-modified noun phrase and pre-modified-post-modified noun phrase. The constructions of noun phrases bases on the form of modifier it can be for pre-modifier are determiner, enumerator, adjective, noun, genitive phrase and adverb. For post-modifier are prepositional phrase, relative clause and other forms of modifier.

b. Second, the writer classifies the noun phrases based on the types. The types consist of pre-modified noun phrase, post-modified noun phrase and pre-modified-post-modified noun phrase.

c. Third, the writer classifies the noun phrases based on the constructions.

d. Fourth, the writer inserts the results of analysis into a table. The table is uses as follows:
Description of the table:

- **No**: Number
- **Noun Phrase**: list of noun phrases found in the short story
- **Types**: types of noun phrases
- **Pre**: pre-modified noun phrase
- **Post**: post-modified noun phrase
- **Construction**: construction of noun phrase

**No** | **Noun Phrase** | **Types** | **Construction**
---|---|---|---
  |  | Pre | Post | Pre | Post |
  |  | D | e | Adj. | N | Adv | PP | RCI | Other |
1 |  |  |  |  |  |  |  |  |  |
2 |  |  |  |  |  |  |  |  |  |
3 |  |  |  |  |  |  |  |  |  |

- **d**: determiner
- **e**: enumerator
- **Adj.**: adjective
- **N**: noun
- **Adv**: Adverb
- **PP**: Prepositional phrase
- **RCI**: relative clause
- **Other**: other forms
CHAPTER IV
FINDING AND ANALYSIS

F. Finding

This chapter represents the result of the analysis of the types and constructions of noun phrase found in *The Adventures of Sherlock Holmes*. The way to determine the noun phrase in the story is by identifying or searching for all noun phrases in the story. There are three short stories of *The Adventures of Sherlock Holmes* which have been analyzed. They are *A Case of Identity*, *The Boscombe Valley Mystery* and *The Adventure of The Speckled Band*.

The writer found 187 noun phrases from these stories. Because there are many of data obtained, the writer decided to present the complete data in the appendices then analyzed the data based on the types–pre-modified, post-modified and pre-modified-post-modified noun phrases– and the construction of noun phrases. After that the noun phrases are classified based on the types–pre-modified, post-modified and pre-modified-post-modified noun phrases–and the construction of noun phrases.

G. Analyzing the Noun Phrase

After collecting the data from the stories, the next step is identifying the noun phrases from the three-short stories. This is the analysis:

**The first analysis is from *A Case Of Identity*.**

1. \( \text{NP}^M_e \text{a}^H \text{case}^M \text{pp}(\text{of identity}) \] 

   The analysis:
   - This is a pre-post modified noun phrase using one pre-modifier, ‘a’ and one post-modifier ‘of identity’. The head is ‘case’
   - The forms of modifiers are enumerator ‘a’ and prepositional phrase ‘of identity’
2. NP[\text{M}_d \text{his}_H \text{N}_a \text{apartment}_p ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier, ‘his’
     and ‘apartment’ as the head of noun phrase
   - The form of modifier is determiner ‘his’

3. NP[\text{M}_d \text{The}_H \text{N}_a \text{sound}_{PP} \text{in his voice}_p ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier,
     ‘the’ and one post-modifier ‘in his voice’
   - The forms of modifiers are determiner ‘the’ and prepositional
     phrase ‘in his voice’

4. NP[\text{M}_d \text{another}_H \text{N}_a \text{mystery}_p ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier
     ‘another’
   - The form of modifier is adjective ‘another’

5. NP[\text{M}_e \text{a}_M \text{Adj}_H \text{young}_a \text{female}_p ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘a’ and
     ‘young’
   - The forms of modifiers are enumerator ‘a’ and adjective ‘young’

6. NP[\text{M}_d \text{her}_H \text{N}_a \text{name}_p ]
   The analysis:
   - This is a pre-modified noun phrase using one modifier ‘her’
   - The form of modifier is determiner ‘her’

7. NP[\text{M}_e \text{an}_M \text{N}_a \text{accounting}_H \text{N}_a \text{firm}_p ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘an’
     and ‘accounting’
   - The forms of modifiers are enumerator ‘an’ and noun ‘accounting’
8.  NP[^M_d the^H_N phone ]  
    The analysis:  
    - This is a pre-modified noun phrase using one pre-modifier ‘the’  
    - The form of modifier is determiner ‘the’  
9.  NP[^M_d her would-be^H_N husband ]  
    The analysis:  
    - This is a pre-modified noun phrase using one pre-modifier ‘her’  
    - The form of modifier is determiner ‘her’  
10. NP[^M_d her^H_N right ]  
    The analysis:  
    - This is a pre-modified noun phrase using one pre-modifier ‘her’  
    - The form of modifier is determiner ‘her’  
11. NP[^M_d their^M_N marriage^M_N ceremony ]  
    The analysis:  
    - This is a pre-modified noun phrase using two pre-modifier ‘their’  
      and ‘marriage’  
    - The forms of modifiers are determiner ‘their’ and noun ‘marriage’  
12. NP[^M_e a^H_N knock^M_PP(on the door) ]  
    The analysis:  
    - This is a pre-post-modified noun phrase using one pre-modifier ‘a’  
      and post-modifier ‘on the door’  
    - The forms of modifiers are enumerator ‘a’ and prepositional phrase  
      ‘on the door’  
13. NP[^M_d the^H_N room ]  
    The analysis:  
    - This is a pre-modified noun phrase using one pre-modifier ‘the’  
    - The form of modifier is determiner ‘the’  
14. NP[^M_d the^M_Adj only^H_N chance^M_PP (of finding happiness) ]  
    The analysis:  
    - This is a pre-post-modified noun phrase using two pre-modifiers  
      ‘the’ and ‘only’, one post modifier ‘of finding happiness’
- The forms of modifiers are determiner ‘the’, adjective ‘only’, prepositional phrase ‘of finding happiness’

15. NP[^M_d my^H_N mother ]
The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘my’
- The form of modifier is determiner ‘my’

16. NP[^M_d my^H_N stepfather ]
The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘my’
- The form of modifier is determiner ‘my’

17. NP[^M_d the^M_Adj young^H_N gentlemen^M_RCL (I go out with)]
The analysis:
- This is a pre-post-modified noun phrase using two pre-modifiers ‘the’ and ‘young’, one post modifier ‘I go out with’
- The forms of modifiers are determiner ‘the’, adjective ‘young’ and relative clause ‘I go out with’

18. NP[^M_d my^H_N independence ]
The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘my’
- The form of modifier is determiner ‘my’

19. NP[^M_d the^M_e next^H_N day ]
The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘next’
- The forms of modifiers are determiner ‘the’ and enumerator ‘next’

20. NP[^M_e a^M_Adj long^H_N trip ]
The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘long’
- The forms of modifiers are enumerator ‘a’ and adjective ‘long’
21. NP[^M d my^M N accounting^H N firm ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘my’
     and ‘accounting’
   - The forms of modifiers are determiner ‘my’ and noun ‘accounting’

22. NP[^M e a^M Adj big^H N party ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifier ‘a’ and
     ‘big’
   - The forms of modifiers are enumerator ‘a’ and adjective ‘big’

23. NP[^M e a^H N man^M RCL (named Hamser Angel ) ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘a’
     and one post-modifier ‘named Hamser Angel’
   - The forms of modifiers are enumerator ‘a’ and relative clause
     ‘named Hamser Angel’

24. NP[^M e a^M Adj great^M N time^H N dancing ]
   The analysis:
   - This is a pre-modified noun phrase using three pre-modifiers ‘a’,
     ‘great’, and ‘time’
   - The forms of modifiers are enumerator ‘a’, adjective ‘great’ and
     noun ‘time’

25. NP[^M d the^H N party ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

26. NP[^M e A^H N week ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘a’
   - The form of modifier is enumerator ‘a’
27. NP[^M_d^H_N^M_rcl The^M_d^H_N money^M_rcl (my real father left me when he died) ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘my real father left me when he died’
   - The forms of modifiers are determiner ‘the’ and relative clause ‘my real father left me when he died’

28. NP[^M_d^H_N^M_rcl his^M_rcl trip ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘his’
   - The form of modifier is determiner ‘his’

29. NP[^H_N Plans^M_pp (for ceremony) ^M_pp (at the church)]
   The analysis:
   - This is a post-modified noun phrase using two post-modifiers ‘for ceremony’ and ‘at the church’
   - The forms of modifiers are preposition ‘for ceremony’ and ‘at the church’

30. NP[^M_d^H_N^M_rcl a^M_rcl note^M_rcl (someone had left for me) ]
    The analysis:
    - This is a pre-post-modified noun phrase using one pre-modifier ‘a’ and one post-modifier ‘someone had left for me’
    - The forms of modifiers are enumerator ‘a’ and relative clause ‘someone had left for me’

31. NP[^M_d^H_N^M_rcl marriage ]
    The analysis:
    - This is a pre-modified noun phrase using one pre-modifier ‘the’
    - The form of modifier is determiner ‘the’

32. NP[^H_N^M_rcl something adj (very important) ]
    The analysis:
    - This is a post-modified noun phrase using one post-modifier ‘very important’
    - The form of modifier is adjective ‘very important’
33. $NP^{H_N \text{something}^{M_{\text{Adj}} \text{terrible}}}$
   The analysis:
   - This is a post-modified noun phrase using one post-modifier ‘terrible’
   - The form of modifier is adjective ‘terrible’

34. $NP^{M_{a} M_{\text{kind}^{H_N} M_{\text{PP} (\text{of trouble})}}}$
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘some’ and one post-modifier ‘of trouble’
   - The forms of modifiers are determiner ‘some’ and prepositional phrase ‘of trouble’

35. $NP^{M_{e} M_{a} M_{\text{concerned}^{H_N} M_{\text{expression}^{M_{\text{PP} (\text{on his face})}}}}}$
   The analysis:
   - This is a pre-post-modified noun phrase using two pre-modifiers ‘a’ and ‘concerned’ and one post-modifier ‘on his face’
   - The forms of modifiers are enumerator ‘a’, adjective ‘concerned’, prepositional phrase ‘on his face’

36. $NP^{M_{e} M_{a} M_{\text{real}^{H_N} M_{\text{person}}}}$
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘real’
   - The forms of modifiers are enumerator ‘a’ and adjective ‘real’.

37. $NP^{M_{e} M_{a} M_{\text{cruel}^{H_N} M_{\text{trick}^{M_{\text{PP} (\text{on you})}}}}}$
   The analysis:
   - This is a pre-post-modified noun phrase using two pre-modifiers ‘a’ and ‘cruel’ and one post-modifiers ‘on you’
   - The forms of modifiers are enumerator ‘my’, adjective ‘cruel’, prepositional phrase ‘on you’
38. $NP^M_d \text{several}^H_N \text{minutes}$
   
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘several’
   - The form of modifier is determiner ‘several’

39. $NP^M_e \text{a}^M_d \text{few}^H_N \text{question}$
   
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘few’
   - The forms of modifiers are enumerator ‘a’ and determiner ‘few’

40. $NP^M_d \text{the}^H_N \text{day}^M_{PP} (\text{after the marriage})$
   
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘after the marriage’
   - The forms of modifiers are determiner ‘the’ and prepositional phrase ‘after the marriage’

41. $NP^M_d \text{the}^H_N \text{note}^M_{RCL} (\text{that was waiting for you})$
   
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘that was waiting for you’
   - The forms of modifiers are determiner ‘the’ and relative clause ‘that was waiting for you’

42. $NP^M_d \text{the}^H_N \text{church}$
   
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

43. $NP^M_d \text{his}^H_N \text{pocket}$
   
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘his’
   - The form of modifier is determiner ‘his’
44. $\text{NP}[^M_d \text{Mary’s }^H_N \text{house } ]$

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘Mary’s’
- The form of modifier is determiner ‘Mary’s’

45. $\text{NP}[^M_d \text{her }^H_N \text{stepfather } ]$

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘her’
- The form of modifier is determiner ‘her’

46. $\text{NP}[^M_d \text{the }^H_N \text{typewriter }^M_{\text{pp(in this house)}} ]$

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘in this house’
- The forms of modifiers are determiner ‘the’ and prepositional phrase ‘in this house’

47. $\text{NP}[^M_e \text{a }^H_N \text{note } ]$

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘a’
- The form of modifier is enumerator ‘a’

48. $\text{NP}[^M_d \text{the }^M_{\text{adj same }}^H_N \text{typewriter } ]$

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘same’
- The forms of modifiers are determiner ‘the’ and adjective ‘same’

49. $\text{NP}[^M_d \text{the }^H_N \text{note }^M_{\text{RCL(that Marry found)}} ]$

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘that Marry found’
- The forms of modifiers are determiner ‘the’ and relative clause ‘that Marry found’
50. \( \text{NP}^{M_d}\text{Mary’s }^H_N\text{stepfather } \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘Mary’s’
- The form of modifier is determiner ‘Mary’s’

51. \( \text{NP}^{M_d}\text{your }^H_N\text{independence } \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘your’
- The form of modifier is determiner ‘your’

52. \( \text{NP}^{M_d}\text{all }^{M_d}\text{your }^H_N\text{money } \)

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘all’ and ‘your’
- The forms of modifiers are determiner ‘all’ and ‘your’

53. \( \text{NP}^{M_e}\text{a }^H_N\text{risk }^{M_RCL}\text{ (he didn’t want to take) } \)

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘a’ and one post-modifier ‘he didn’t want to take’
- The forms of modifiers are enumerator ‘a’ and relative clause ‘he didn’t want to take’

54. \( \text{NP}^{M_e}\text{a }^{M_Adj}\text{very }^{M_Adj}\text{cruel }^H_N\text{man } \)

The analysis:
- This is a pre-modified noun phrase using three pre-modifiers ‘a’, ‘very’, ‘cruel’
- The forms of modifiers are enumerator ‘a’, adjective ‘very’ and adjective ‘cruel’

55. \( \text{NP}^{M_d}\text{this }^{M_Adj}\text{young }^H_N\text{female } \)

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘this’ and ‘young’
- The forms of modifiers are determiner ‘this’ and adjective ‘young’
56. $\text{NP}^{M_d} \text{the}^{H_N} \text{truth}$

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’

The second analysis is from *The Boscombe Valley Mystery*
1. $\text{NP}^{M_d} \text{the}^{M_N} \text{Boscombe}^{M_N} \text{Valley}^{H_N} \text{mystery}$

The analysis:
- This is a pre-modified noun phrase using three pre-modifiers ‘the’, ‘Boscombe’, ‘Valley’
- The forms of modifiers are determiner ‘the’, noun ‘Boscombe’ and ‘valley’

2. $\text{NP}^{M_d} \text{my}^{H_N} \text{wife}$

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘my’
- The form of modifier is determiner ‘my’

3. $\text{NP}^{M_e} \text{a}^{H_N} \text{telegram}$

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘a’
- The form of modifier is enumerator ‘a’

4. $\text{NP}^{M_e} \text{a}^{H_N} \text{case}^{M_RCL} \text{(involving a youth wrongfully accused of murder)}$

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘a’ and one post-modifier ‘involving a youth wrongfully accused of murder’
- The forms of modifiers are enumerator ‘a’, and relative clause ‘involving a youth wrongfully accused of murder’
5. \(NP^{M_d \text{the} \ M_d \text{next} \ H_N \text{train} \ M_{PP}(\text{to Boscombe Valley})}\]

The analysis:
- This is a pre-post-modified noun phrase using two pre-modifiers ‘the’, ‘next’ and one post-modifier ‘to Boscombe Valley’
- The forms of modifiers are determiner ‘the’, ‘next’ and prepositional phrase ‘to Boscombe Valley’

6. \(NP^{M_d \text{the} \ H_N \text{crime} \ M_{RCL}(\text{took place})}\]

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘took place’
- The forms of modifiers are determiner ‘the’ and relative clause ‘took place’

7. \(NP^{M_d \text{his} \ H_N \text{father}}\]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘his’
- The form of modifier is determiner ‘his’

8. \(NP^{M_d \text{the} \ H_N \text{lawyer} \ M_{RCL}(\text{working on the case})}\]

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘working on the case’
- The forms of modifiers are determiner ‘the’ and relative clause ‘working on the case’

9. \(NP^{M_d \text{his} \ M_{adj} \text{official} \ H_N \text{statement} \ M_{PP}(\text{to the police})}\]

The analysis:
- This is a pre-post-modified noun phrase using two pre-modifiers ‘his’, ‘official’ and one post-modifier ‘to the police’
- The forms of modifiers are determiner ‘his’, adjective ‘official’ and prepositional phrase ‘to the police’
10. NP[^M_d the^H_N body ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’

11. NP[^M_e a^M_adj short^H_N time^M_Adv_phrase(before the murder took place)]

The analysis:
- This is a pre-post-modified noun phrase using two pre-modifiers ‘a’, ‘short’ and one post-modifier ‘before the murder took place’
- The forms of modifiers are enumerator ‘a’, adjective ‘short’ and adverbial phrase ‘before the murder took place’

12. NP[^M_d the^M_Adj young^H_N man ]

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘young’
- The forms of modifiers are determiner ‘the’ and adjective ‘young’

13. NP[^M_d the^H_N lawyer ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’

14. NP[^M_d the^H_N youth ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’

15. NP[^M_d the^H_N office ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’
16. NP[^M_d his^H_N face ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘his’
   - The form of modifier is determiner ‘his’

17. NP[^M_d the^H_N one^M_RCL (who asked me) ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘who asked me’
   - The forms of modifiers are determiner ‘the’ and relative clause ‘who asked me’

18. NP[^M_d the^H_N case^M_PP (for James) ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘for James’
   - The forms of modifiers are determiner ‘the’ and prepositional phrase ‘for James’

19. NP[^M_Adj close^M_N family^H_N friends ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifier ‘close’ and ‘family’
   - The forms of modifiers is adjective ‘close’ and noun ‘family’

20. NP[^M_e a^M_adv very^M_Adj pretty^H_N girl ]
   The analysis:
   - This is a pre-modified noun phrase using three pre-modifiers ‘a’, ‘very’ and ‘pretty’
   - The forms of modifiers are enumerator ‘a’, adverb ‘very’ and adjective ‘pretty’

21. NP[^M_e a^H_N murderer ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘a’
   - The form of modifier is enumerator ‘a’
22. NP[\text{M}_d your \text{H}_N father ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘your’
- The form of modifier is determiner ‘your’

23. NP[\text{M}_d the \text{M}_ad murder\text{ed} \text{H}_N man ]

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘murdered’
- The forms of modifiers are determiner ‘the’ and adjective ‘murdered’

24. NP[\text{M}_d the \text{H}_N army ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’

25. NP[\text{M}_d my \text{H}_N father ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘my’
- The form of modifier is determiner ‘my’

26. NP[\text{M}_d many \text{H}_N years ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘many’
- The form of modifier is determiner ‘many’

27. NP[\text{M}_o \text{one} \text{H}_N thing \text{M}_RCL (that puzzles me) ]

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘one’ and one post-modifier ‘that puzzles me’
- The forms of modifiers are enumerator ‘one’ and relative clause ‘that puzzle me’
28. \( \text{NP}[\text{M}_{d}\text{such}\text{M}_{adj}\text{good}\text{H}_{N}\text{friends}] \)

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘such’ and ‘good’
- The forms of modifiers are determiner ‘such’ and adjective ‘good’

29. \( \text{NP}[\text{M}_{d}\text{some}\text{H}_{N}\text{reasons}] \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘some’
- The form of modifier is determiner ‘some’

30. \( \text{NP}[\text{M}_{d}\text{my}\text{M}_{d}\text{father’s}\text{H}_{N}\text{permission}] \)

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘my’ and ‘father’s’
- The form of modifiers is determiner ‘my’ and ‘father’s’

31. \( \text{NP}[\text{M}_{d}\text{her}\text{H}_{N}\text{head}] \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘her’
- The form of modifier is determiner ‘her’

32. \( \text{NP}[\text{M}_{N}\text{trouble}\text{H}_{N}\text{breathing}] \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘trouble’
- The form of modifier is determiner ‘trouble’

33. \( \text{NP}[\text{M}_{d}\text{his}\text{H}_{N}\text{limp}] \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘his’
- The form of modifier is determiner ‘his’

34. \( \text{NP}[\text{M}_{d}\text{some}\text{H}_{N}\text{work}] \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘some’
- The form of modifier is determiner ‘some’
35. $\text{NP}[M_M \text{ the } M_{adj} \text{ official } H_N \text{ case }]$
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘official’
   - The forms of modifiers are determiner ‘the’ and adjective ‘official’

36. $\text{NP}[M_M \text{ the } H_N \text{ street }]$
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

37. $\text{NP}[M_M \text{ the } H_N \text{ scene } M_{PP} \text{ (of the crime) }]$
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘of crime’
   - The forms of modifiers are determiner ‘the’ and prepositional phrase ‘of crime’

38. $\text{NP}[M_M \text{ his } M_{adj} \text{ magnifying } H_N \text{ glass } ]$
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘his’ and ‘magnifying’
   - The forms of modifiers are determiner ‘his’ and adjective ‘magnifying’

39. $\text{NP}[M_M \text{ the } H_N \text{ ground }]$
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

40. $\text{NP}[M_M \text{ a } H_N \text{ set } M_{PP} \text{ (of tracks where one footprint is deeper) }]$
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘a’ and one post-modifier ‘of tracks where one footprint is deeper’
   - The forms of modifiers are enumerator ‘a’ and prepositional phrase ‘of tracks where one footprint is deeper’
41. NP[^M^d theM^Adj real^H^N murderer ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘real’
   - The forms of modifiers are determiner ‘the’ and adjective ‘real’

42. NP[^M^d Alice’s^H^N house ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘Alice’s’
   - The form of modifier is determiner ‘Alice’s’

43. NP[^M^d Mr. Turner’s^M^N bed^H^N room ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘Mr. Turner’s’ and ‘bed’
   - The forms of modifiers are determiner ‘Mr. Turner’s’ and noun ‘bed’

44. NP[^M^d the^H^N murder^M^PP (of Mr. McCarthy) ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘of Mr. McCarthy’
   - The forms of modifiers are determiner ‘the’ and prepositional phrase ‘of Mr. McCarthy’

45. NP[^H^N someone^M^PP (with a limp) ]
   The analysis:
   - This is a post-modified noun phrase using one post-modifier ‘with a limp’
   - The form of modifier is prepositional phrase ‘with a limp’

46. NP[^M^e a^H^N minute ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘a’
   - The form of modifier is enumerator ‘a’
47. NP[^M_d the^H_N one^M_RCL(who did it) ]

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘who did it’
- The forms of modifiers are determiner ‘the’ and relative clause ‘who did it’

48. NP[^M_e a^M_adj terrible^H_N man ]

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘terrible’
- The forms of modifiers are enumerator ‘a’ and adjective ‘terrible’

49. NP[^M_e a^H_N youth ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘a’
- The form of modifier is enumerator ‘a’

50. NP[^M_d some^H_N things^M_RCL(that weren’t very nice) ]

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘some’ and one post-modifier ‘that weren’t very nice’
- The forms of modifiers are determiner ‘some’ and relative clause ‘that weren’t very nice’

51. NP[^M_d my^H_N ways ]

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘my’
- The form of modifier is determiner ‘my’

52. NP[^M_e a^M_adj good^H_N citizen ]

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘good’
- The forms of modifiers are enumerator ‘a’ and adjective ‘good’
53. NP $^[M \text{d} \text{his}^H \text{son}]$
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘his’
   - The form of modifier is determiner ‘his’

54. NP $^[M \text{d} \text{the}^H \text{police}]$
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

55. NP $^[M \text{d} \text{the}^H \text{things}^H \text{PP}(I \text{did \ a \ long \ time \ ago)]$
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘I did a long time ago’
   - The form of modifier is determiner ‘my’

56. NP $^[M \text{d} \text{my}^H \text{daughter}]$
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘my’
   - The form of modifier is determiner ‘my’

57. NP $^[M \text{d} \text{my}^H \text{guilt}]$
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘my’
   - The form of modifier is determiner ‘my’

58. NP $^[M \text{d} \text{the}^M \text{Adj \ old}^H \text{man}]$
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘old’
   - The forms of modifiers are determiner ‘the’ and adjective ‘old’

59. NP $^[M \text{d} \text{the}^H \text{court}]$
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’
60. NP[^M^d the^M Adj whole^H_N story^M PP(to the police)]
   The analysis:
   - This is a pre-post-modified noun phrase using two pre-modifiers
     ‘the’ and ‘whole’ and one post-modifier ‘to the police’
   - The forms of modifiers are determiner ‘the’, adjective ‘whole’ and
     prepositional phrase ‘to the police’

61. NP[^M^e a^M_N life^H_N time^M PP(of happiness)^M PP(in Boscombe Valley)]
   The analysis:
   - This is a pre-post-modified noun phrase using two pre-modifiers
     ‘a’, ‘life’ and two post-modifiers ‘of happiness’ and ‘in Boscombe
     Valley’
   - The forms of modifiers are enumerator ‘a’, noun ‘life’ and
     prepositional phrase ‘of happiness’ and ‘in Boscombe Valley’

The last analysis is from *The Adventure of The Speckled Band*.

1. NP[^M^d the^H_N adventure^M PP(of the speckled band)]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier
     ‘the’ and one post-modifier ‘of the speckled band’
   - The forms of modifiers are determiner ‘the’ and prepositional
     phrase ‘of the speckled band’

2. NP[^M^d my^H_N name]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘my’
   - The form of modifier is determiner ‘my’

3. NP[^M^d many^H_N years]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘many’
   - The form of modifier is determiner ‘many’
4. \[NP^{M_d}My^H_N\text{pleasure }]\]
The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘my’
- The form of modifier is determiner ‘my’

5. \[NP^{M_e}a^H_N\text{companion }]\]
The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘a’
- The form of modifier is enumerator ‘a’

6. \[NP^{M_d}\text{the world’s }M_{adj}\text{greatest }H_N\text{detective }]\]
The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘the world’s’ and ‘greatest’
- The forms of modifiers are determiner ‘the world’s’ and adjective ‘greatest’

7. \[NP^{H_N}\text{one }M_{PP}(\text{of Holmes’ most famous cases})]\]
The analysis:
- This is a post-modified noun phrase using one post-modifier ‘of Holmes’ most famous cases’
- The form of modifier is prepositional phrase ‘of Holmes most famous cases’

8. \[NP^{M_e}a^{M_{adj}}\text{mysterious }M_{adj}\text{speckled }H_N\text{band }]\]
The analysis:
- This is a pre-modified noun phrase using three pre-modifiers ‘a’, ‘mysterious’ and ‘speckled’
- The forms of modifiers are enumerator ‘a’, adjective ‘mysterious’ and ‘speckled’

9. \[NP^{M_e}\text{one }H_N\text{morning }M_{PP}(\text{at his home})]\]
The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘a’ and one post-modifier ‘at his home’
- The forms of modifiers are enumerator ‘one’ and prepositional phrase ‘at his home’

10. NP[^M_d the^M_adj only^H_N one^M_RCL,(who can help me) ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘who can help me’
   - The forms of modifiers are determiner ‘the’ and Relative clause ‘who can help me’

11. NP[^M_d my^M_adj poor^H_N sister ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘my’ and ‘poor’
   - The forms of modifiers are determiner ‘my’ and adjective ‘poor’

12. NP[^M_d the^H_N victim^M_PP(of terrible crime) ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘of terrible crime’
   - The forms of modifiers are determiner ‘the’ and prepositional phrase ‘of terrible crime’

13. NP[^M_d the^M_adj young^H_N lady ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘young’
   - The forms of modifiers are determiner ‘the’ and adjective ‘young’

14. NP[^M_d her^H_N stepfather ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘her’
   - The form of modifier is determiner ‘her’
15. $\text{NP}^{M_e a^{M_{adj}}} \text{heartless}^{H_N} \text{man}^{M_{PP(\text{with a short temper})}}$

The analysis:
- This is a pre-post-modified noun phrase using two pre-modifiers ‘a’, ‘heartless’ and one post-modifier ‘with a short temper’
- The forms of modifiers are enumerator ‘a’, adjective ‘heartless’ and prepositional phrase ‘with a short temper’

16. $\text{NP}^{M_d \text{the}^{H_N} \text{girls}}$

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’

17. $\text{NP}^{M_d \text{the}^{H_N} \text{money}^{M_{RCL(\text{that their mom had given them})}}}$

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘that their mom had given them’
- The forms of modifiers are determiner ‘the’ and relative clause ‘that their mom had given them’

18. $\text{NP}^{M_d \text{that}^{H_N} \text{night}}$

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘that’
- The form of modifier is determiner ‘that’

19. $\text{NP}^{M_e a^{M_{adj}}} \text{terrible}^{H_N} \text{scream}$

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘terrible’
- The forms of modifiers are enumerator ‘a’ and adjective ‘terrible’

20. $\text{NP}^{M_d \text{her}^{M_d} \text{sister’s}^{H_N} \text{room}}$

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘her’ and ‘sister’s’
- The form of modifiers is determiner ‘her’ and ‘sister’s’
21. NP[^M_d the^H_N floor ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

22. NP[^M_d her^H_N sister ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘her’
   - The form of modifier is determiner ‘her’

23. NP[^M N trouble^H_N breathing ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘trouble’
   - The form of modifier is noun ‘trouble’

24. NP[^M_d this^H_N story ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘this’
   - The form of modifier is determiner ‘this’

25. NP[^M_d this^M_Adj speckled^H_N band ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘this’
     and ‘speckled’
   - The forms of modifiers are determiner ‘this’ and adjective ‘speckled’

26. NP[^M_d your^H_N stepfather ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘your’
   - The form of modifier is determiner ‘your’

27. NP[^M_Adj strange^H_N animals^M_PP(around the house) ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘strange’ and one post modifier ‘around the house’
- The forms of modifiers are adjective ‘strange’ and prepositional phrase ‘around the house’

28. \( NP[ ^M_d \text{all} ^H_N \text{kinds} ^M_{PP} \text{(of animal’s around)} ] \)

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘all’ and one post-modifier ‘of animal’s around’
- The forms of modifiers are determiner ‘all’ and prepositional phrase ‘of animal’s around’

29. \( NP[ ^M_e \text{a} ^H_N \text{baboon} ^M_{PP} \text{(on the grounds)} ] \)

The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘a’ and one post-modifier ‘on the grounds’
- The forms of modifiers are enumerator ‘a’ and prepositional phrase ‘on the grounds’

30. \( NP[ ^M_e \text{one} ^M_{Adj} \text{more} ^H_N \text{question} ] \)

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘one’ and ‘more’
- The forms of modifiers are enumerator ‘one’ and adjective ‘more’

31. \( NP[ ^M_d \text{your} ^M_d \text{stepfather’s} ^H_N \text{bedroom} ] \)

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘your’ and ‘stepfather’s’
- The form of modifiers is determiner ‘your’ and ‘stepfather’s’

32. \( NP[ ^M_d \text{Julia’s} ^H_N \text{room} ] \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘Julia’s’
- The form of modifier is determiner ‘Julia’s’
33. NP[^M_d your^H_N house ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘your’
   - The form of modifier is determiner ‘your’

34. NP[^M_d the^H_N situation ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

35. NP[^^M_e a^H_N weapon ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘a’
   - The form of modifier is enumerator ‘a’

36. NP[^M_d Helen’s^H_N house ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier
     ‘Helen’s’
   - The form of modifier is determiner ‘Helen’s’

37. NP[^M_d the^H_N bedroom ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

38. NP[^M_d this^H_N rope ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘this’
   - The form of modifier is determiner ‘this’

39. NP[^^M_e a^H_N rope^M_pp (next to the bed that hung from ceiling) ]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘a’
     and one post-modifier ‘next to the bed that hung from ceiling’
   - The forms of modifiers are enumerator ‘a’ and prepositional phrase
     ‘next to the bed that hung from ceiling’
40. \( \text{NP}^{M_d \text{ the } M_N \text{ bell } H_N \text{ rope }} \)
   
The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘bell’
   - The forms of modifiers are determiner ‘the’ and noun ‘bell’

41. \( \text{NP}^{M_d \text{ the } H_N \text{ servants }} \)
   
The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

42. \( \text{NP}^{M_d \text{ this } H_N \text{ room }} \)
   
The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘this’
   - The form of modifier is determiner ‘this’

43. \( \text{NP}^{M_e \text{ a } M_{adj} \text{ long } H_N \text{ night }} \)
   
The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘long’
   - The forms of modifiers are enumerator ‘a’ and adjective ‘long’

44. \( \text{NP}^{M_d \text{ my } H_N \text{ cane }} \)
   
The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘my’
   - The form of modifier is determiner ‘my’

45. \( \text{NP}^{M_d \text{ the } M_{adj} \text{ slightest } H_N \text{ sound }} \)
   
The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘slightest’
   - The forms of modifiers are determiner ‘the’ and adjective ‘slightest’
46. \( \text{NP}^M_a \text{NP}^M_{\text{Adj}} \text{hissing}^H_{\text{N sound}} \)

The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘hissing’
- The forms of modifiers are enumerator ‘a’ and adjective ‘hissing’

47. \( \text{NP}^M_{\text{d}} \text{the}^H_{\text{N light}} \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’

48. \( \text{NP}^M_{\text{d}} \text{the}^H_{\text{N cane}} \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’

49. \( \text{NP}^H_{\text{N something}}^M_{\text{RCL}} (\text{that looked like a coil on the bed}) \)

The analysis:
- This is a post-modified noun phrase using one post-modifier ‘that looked like a coil on the bed’
- The form of modifier is relative clause ‘that looked like a coil on the bed’

50. \( \text{NP}^M_{\text{c}} \text{a}^H_{\text{N band}} \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘a’
- The form of modifier is enumerator ‘a’

51. \( \text{NP}^M_{\text{c}} \text{a}^H_{\text{N snake}} \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘a’
- The form of modifier is enumerator ‘a’

52. \( \text{NP}^M_{\text{d}} \text{the}^H_{\text{N snake}} \)

The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘the’
- The form of modifier is determiner ‘the’
53. NP[ M_d the M_N bell H_N rope ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘bell’
   - The forms of modifiers are determiner ‘the’ and noun ‘bell’

54. NP[ M_d the H_N hall ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

55. NP[ M_d the H_N noise ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

56. NP[ M_d the H_N door ]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

57. NP[ M_d her M_d stepfather’s H_N room ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘her’ and ‘stepfather’s’
   - The form of modifiers is determiner ‘her’ and ‘stepfather’s’

58. NP[ M_d a M_Adj loud H_N crash ]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘loud’
   - The forms of modifiers are enumerator ‘a’ and adjective ‘loud’
59. **NP[^M_d HN stepfather]***
The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘Helen’s’
- The form of modifier is determiner ‘Helen’s’

60. **NP[^M_d HN head]***
The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘his’
- The form of modifier is determiner ‘his’

61. **NP[^M_e a HN coil M_pp (around her stepfather’s head)]***
The analysis:
- This is a pre-post-modified noun phrase using one pre-modifier ‘a’ and one post-modifier ‘around her stepfather’s head’
- The forms of modifiers are enumerator ‘a’ and prepositional phrase ‘around her stepfather’s head’

62. **NP[^M_e a M_adj poisonous HN snake]***
The analysis:
- This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘poisonous’
- The forms of modifiers are enumerator ‘a’ and adjective ‘poisonous’

63. **NP[^M_e a HN viper]***
The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘a’
- The form of modifier is enumerator ‘a’

64. **NP[^M_d HN sister]***
The analysis:
- This is a pre-modified noun phrase using one pre-modifier ‘your’
- The form of modifier is determiner ‘my’
65. NP[^d the[^N bell[^H rope[^MPP (in her room)]^M]\]
   The analysis:
   - This is a pre-post-modified noun phrase using two pre-modifiers ‘the’, ‘bell’ and one post-modifier ‘in her room’
   - The forms of modifiers are determiner ‘the’, noun ‘bell’ and prepositional phrase ‘in her room’

66. NP[^d the[^H ceiling]^M]\]
   The analysis:
   - This is a pre-modified noun phrase using one pre-modifier ‘the’
   - The form of modifier is determiner ‘the’

67. NP[^d the[^N next[^H victim]^M]\]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘the’ and ‘next’
   - The form of modifiers is determiner ‘the’ and ‘next’

68. NP[^d all[^M the[^H money[^M RCL (your mom left you)]]^M]\]
   The analysis:
   - This is a pre-post-modified noun phrase using two pre-modifiers ‘all’, ‘the’ and one post-modifier ‘your mom left you’
   - The forms of modifiers are determiner ‘all’, the and relative clause ‘your mom left you’

69. NP[^M e a[^M Adj deadly[^H serpent]^M]\]
   The analysis:
   - This is a pre-modified noun phrase using two pre-modifiers ‘a’ and ‘deadly’
   - The forms of modifiers are enumerator ‘a’ and adjective ‘deadly’

70. NP[^d the[^H mystery[^MPP (of the speckled band)]]^M]\]
   The analysis:
   - This is a pre-post-modified noun phrase using one pre-modifier ‘the’ and one post-modifier ‘of the speckled band’
The forms of modifiers are determiner ‘the’ and prepositional phrase.

**H. Classifying the Noun Phrase**

After analyzing the noun phrases, the writer classified the noun phrases based on its types and constructions. This is the classification based on the types:

1. There are 135 pre-modified noun phrases
2. There are 5 post-modified noun phrases
3. There are 47 pre-modified-post-modified noun phrases

Then this is the classification based on the constructions; first is the compositions that builds noun phrase, second is the pattern of noun phrase construction:

1. There are 132 noun phrases which have determiner as modifier
2. There are 48 noun phrases which have enumerator as modifier
3. There are 45 noun phrases which have adjective as modifier
4. There are 13 noun phrases which have noun as modifier
5. There is 1 noun phrase which has adverb as modifier
6. There are 35 noun phrases which have prepositional phrase as modifier
7. There are 16 noun phrases which have relative clause as modifier

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, 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.

Those are the result of this research. For the clearer result the writer summarized this result in the appendix 1.
I. Interpretation of the Analysis Result

The writer tries to interpret this analysis result that pre-modified noun phrase is the most common noun phrase used by Sir Arthur Conan Doyle in his story with the number 135 pre-modified noun phrases. It means that noun phrases found in *The Adventure of Sherlock Holmes* are simpler and easier to be identified or analyzed by students. The writer would like to say also that these three short stories apply all kinds of noun phrase with various kinds of modifiers, but the most-used-modifier is determiner. It means that Sir Arthur Conan Doyle made complete noun phrase using all kinds of modifier in his story.

J. Cognitive Approach to Teach Noun phrase

The result of this study can be a reference to teach noun phrase such as using cognitive approach. It is very important using good approach to teach noun phrase because as we know that teaching noun phrase to Indonesian learner is not as easy as we think. But it does not mean that there is no way to teach effectively. 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 suggests cognitive approach to teach noun phrase and also the writer will apply some techniques in it.

Before making teaching activities, the writer should divide the level of learner in order that the material is neither too easy nor too difficult for the learners. Teacher of English generally make three basic level distinctions: *beginner, intermediate* and *advanced* (though exactly what these terms mean often depends where you work and what textbook you are using).

Broadly, *beginners* are those who do not know any English and *advanced* students are those whose level of English is competent, allowing them to read unsimplified fact and fiction and communicate fluently with native speakers. Between these two extremes, *intermediate* suggests a
basic competence in speaking, writing and an ability to comprehend fairly straightforward listening and reading.⁶⁰

These are some techniques that are applied into teaching activities to teach noun phrase that the writer made. The writer believes that it will be interesting and easy for teaching-learning noun phrase. Here is the example:

Level : Intermediate
Purpose : Understanding the types and constructions of noun phrase

Teaching activities:
- The teacher begins by giving the students a general orientation to the activities.
- The teacher tells the students about the purpose and procedures of the task activity.
- Then he/she explains the target grammar (noun phrase), stimulates the students to activate their previously developed knowledge for top-down processing and assist them in linking new information to what they already know.
- The students are told that they will study noun phrase; types, constructions and modifier placement.
- Next the teacher presents the patterns of noun phrase. This lesson takes a deductive approach to instruction in that the teacher presents the grammar rules. Alternatively, the teacher may take an inductive approach by giving examples first, then allowing the students to infer the grammar rules.
- The teacher asks students to give some examples of noun phrase to measure how deep they understand about noun phrase.
- After the grammar lesson, students work in groups to do a task.

- The task is analyzing noun phrase from short story. Each group gets same story, then students discuss with their group to find out noun phrase and then analyze it from the types and construction.
- After discussing and analyzing noun phrase in the story, one or two students of each group write down the result on white board.
- Then every group corrects the result from other group. For example, there are four groups in that class. Group 1 corrects the result of group 2, then group 2 corrects the result of group 3, group 3 corrects the result of group 4, and the last group 4 corrects the result of group 1.
- After task performance the teacher checks all the result and gives correctness for the students’ task.
- After discussing the task solution, the teacher provides the students with practice exercises. For example the students are given jumbled noun phrase then they have to arrange into a good order or they make their own sentences containing noun phrase. After this activity, the students read their assignment to their partners/group members and receive corrective feedback.

This is a model of cognitive steps involved in processing the lesson described above. Let us now consider what cognitive processes occur during performance of the above task.

**Step 1 : Sensory Reception**

Auditory and visual input is received.

**Step 2 : Selective Perception**

The student is already paying attention and consciously focuses on the pattern of noun phrase; the types, constructions and modifier placement. The student will select it is pre-modified or post-modified or pre-post modified noun phrase? In this point noun phrase material is selectively perceived in input.
Step 3: Short-Term Memory
The pattern of noun phrase enters short-term memory through conscious effort gained by directed attention and other cognitive strategies such as, practicing, analyzing and by creating noun phrase for the new input.

Step 4: Encoding into Long-Term Memory
Encoding or entering information into long term memory is the most significant event of the learning process. The model presented here shows two encoding process. The first is a conscious process involving effort, attention, and strategy use. The second encoding process is unconscious—the first stage in language acquisition whereby those forms (noun phrase) which successfully convey meaning to the students are somehow flagged for entry into long-term memory.

Step 5: Storage in Long-Term Memory
Obtained knowledge (implicit and explicit) is stored in long-term memory.

Step 6: Hypothesis Generation and Testing; Restructuring of Implicit Knowledge
Cognitive theorists have suggested that language learner unconsciously goes through the following three steps when processing language:
- The learner notice linguistic features in processed input
- The learner makes a comparison between his or her existing linguistic knowledge and the processed input
- The learner then constructs new linguistic hypotheses on the basis of the new information
Step 7: Retrieval from Long-Term Memory

Connectionist models of parallel processing suggest that there are prompts which either excite or inhibit elements in long-term memory, resulting in a pattern of activity among sets of interrelated elements. Experience is seen as strengthening the connections which exist among the elements, thus allowing easier retrieval.

Step 8: Production Strategies and Output

In the interactive task for noun phrase the students do not have to produce the correct form, only recognize it, so there is no correction of output during task performance.

Step 9: Feedback

Feedback on the correctness of language is essential. In the grammar lesson described earlier the students receive feedback from the teacher on the correctness of the analyzing of noun phrase. For the summary of cognitive process above let check appendix 2.

For task performance, teacher can also use a game because there are some benefits 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.\textsuperscript{61}

Here is the example using game to teach noun phrase. It is called \textit{Chopstick Noun Phrase}. This is the game activities:

- Tell the students the procedure how to play this game.
- Provide minimally two pieces of chopstick.
- Provide some card pictures. Each card contains one picture. For example, the card contains picture of person, flower, place, animal, good etc. or we can use multimedia such as LCD.
- Provide some cards that contain word. Each card contains one word. The word should be able to describe the picture that will be used to make noun phrase.
- Divide the students into two groups, but the member of each group should play one by one.
- Ask to come forward two students from two groups to compete making a good noun phrase.
- Teacher shows a picture then says what type of noun phrase the students should make and how many words that construct noun phrase. Example, teacher says “pre-modified noun phrase three words”. It means that the two students should make a pre-modified noun phrase using three words.
- Then they have to look for the suitable word in the cards which are provided using chopstick, after that they have to stick the cards and arrange on the white board to be correct noun phrase and suitable with the description of the picture shown by the teacher. Student who is the faster arrange correct noun phrase is the winner.
- Repeat these activities till the last member of the each group. Don’t forget to give reward for the winner.

\textsuperscript{61} Sisilia S. Halimi, \textit{Becoming a Creative Teacher; a Manual for Teaching English to Indonesian Elementary Student}, (Jakarta: UI Press,) p.72
CHAPTER V

CONCLUSION AND SUGGESTION

D. 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) e+adj+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.

E. 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.

F. 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.
REFERENCES


Pramono, Agus, A Descriptive Study of Noun Phrase Construction In English Vocational Advertisement In Kompas Newspaper, Thesis of Muhammadiyah University, Surakarta: Muhammadiyah University, 2008.


CURRICULUM VITAE

Name : Hidayatul Mutmainnah
Student’s Number : 073411062
Place and Date of Birth : Pati, November 26th, 1986
Address : Ds. Bakalan Rt 02/01 Dukuhseti Pati 59158
E-mail : hiday_elhalim@yahoo.com
Education :

1. Formal
   - RA Mathaliul Huda Pati 1991-1993
   - MI Mathaliul Huda Pati 1993-1999
   - MTs Mathaliul Huda Pati 1999-2002
   - MA Miftahul Huda Pati 2002-2005
   - Walisongo State Institute For Islamic Studies, English Department Semarang 2007-2011

2. Non Formal
   - Basic English Course Kediri 2005
   - ELFAST Course Kediri 2006
## APPENDIX 1

<table>
<thead>
<tr>
<th>No</th>
<th>Noun Phrase</th>
<th>Types Pre</th>
<th>Post</th>
<th>Constructions Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>d</td>
<td>e</td>
<td>Adj</td>
<td>N</td>
</tr>
<tr>
<td>1</td>
<td>A case of identity</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>his apartment</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The sound in his voice</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>another mystery</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>a young female</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>her name</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>an accounting firm</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>the phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>her would-be husband</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>her right</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>their marriage ceremony</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>A knock on the door</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>the room</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The only chance of finding happiness</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>my mother</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>my stepfather</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>the young gentlemen I go out with</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>my independence</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>the next day</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>a long trip</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>my accounting firm</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>a big party</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>a man named Hamser Angel</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>a great time dancing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>the party</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>A week</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>The money my real father left me when he died</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>his trip</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Plans for ceremony at the church</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>a note someone had left for me</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>the marriage</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>something very important</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>something terrible</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>some kind of trouble</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>a concerned expression on his face</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>a real person</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>a cruel trick on you</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>38.</td>
<td>several minutes</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>a few question</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>the day after the marriage</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>the note that was waiting for you</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>42.</td>
<td>the church</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>his pocket</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>Mary’s house</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>her stepfather</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td>the typewriter in this house</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>47.</td>
<td>a note</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>the same typewriter</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td>the note that Marry found</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>50.</td>
<td>Mary’s stepfather</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td>your independence</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td>all your money</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>a risk he didn’t want to take</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>54.</td>
<td>a very cruel man</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td>this young female</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>56.</td>
<td>the H truth</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>57.</td>
<td>the Boscombe Valley mystery</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>58.</td>
<td>my wife</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59.</td>
<td>a telegram</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60.</td>
<td>a case involving a youth wrongly accused of murder</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>61.</td>
<td>the next train to Boscombe Valley</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>62.</td>
<td>the crime took place</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>63.</td>
<td>his father</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64.</td>
<td>the lawyer working on the case</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>65.</td>
<td>his official statement to the police</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>66.</td>
<td>the body</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>67.</td>
<td>a short time before the murder took place</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>68.</td>
<td>the young man</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>69.</td>
<td>the lawyer</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70.</td>
<td>the youth</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71.</td>
<td>the office</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>72.</td>
<td>his face</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73.</td>
<td>the one who asked me</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>74.</td>
<td>the case for James</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>75.</td>
<td>close family friends</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>76.</td>
<td>a very pretty girl</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>77.</td>
<td>a murderer</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>78.</td>
<td>your father</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79.</td>
<td>the murdered man</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>80.</td>
<td>the army</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81.</td>
<td>my father</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82.</td>
<td>many years</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>83.</td>
<td>one thing that puzzles me</td>
<td>✓</td>
<td>✓</td>
<td>√</td>
<td>✓</td>
</tr>
<tr>
<td>84.</td>
<td>such good friends</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>85.</td>
<td>some reasons</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>86.</td>
<td>my father’s permission</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87.</td>
<td>her head</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88.</td>
<td>trouble breathing</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89.</td>
<td>his limp</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90.</td>
<td>some work</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>91.</td>
<td>the official case</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>92.</td>
<td>the street</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>93.</td>
<td>the scene of the crime</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>94.</td>
<td>his magnifying glass</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>95.</td>
<td>the ground</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>96.</td>
<td>a set of tracks where one footprint is deeper</td>
<td>✓</td>
<td>✓</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>97.</td>
<td>the real murderer</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>98.</td>
<td>Alice’s house</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>99.</td>
<td>Mr. Turner’s bed room</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100.</td>
<td>the murder of Mr. McCarthy</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>101.</td>
<td>someone with a limp</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102.</td>
<td>a minute</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>103.</td>
<td>the one who did it</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>104.</td>
<td>a terrible man</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>105.</td>
<td>a youth</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>106.</td>
<td>some things that weren’t very nice</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>107.</td>
<td>my ways</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>108.</td>
<td>a good citizen</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>109.</td>
<td>his son</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>110.</td>
<td>the police</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>111.</td>
<td>the things I did a long time ago</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>112.</td>
<td>my daughter</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>113.</td>
<td>my guilt</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>114.</td>
<td>the old man</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>115.</td>
<td>the court</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>116.</td>
<td>the whole story to the police</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>117.</td>
<td>a lifetime of happiness in</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Boscombe Valley</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>118.</td>
<td>the adventure of the speckled band</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>119.</td>
<td>my name</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120.</td>
<td>many years</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>121.</td>
<td>My pleasure</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>122.</td>
<td>a companion</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>123.</td>
<td>the world’s greatest detective</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>124.</td>
<td>one of Holmes’ most famous cases</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>125.</td>
<td>a mysterious speckled band</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>126.</td>
<td>one morning at his home</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>127.</td>
<td>the only one who can help me</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>128.</td>
<td>my poor sister</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>129.</td>
<td>the victim of terrible crime</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>130.</td>
<td>the young lady</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>131.</td>
<td>her stepfather</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>132.</td>
<td>a heartless man with a short temper</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>133.</td>
<td>the girls</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>134.</td>
<td>the money that their mom had given them</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>135.</td>
<td>that night</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>136.</td>
<td>a terrible scream</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>137.</td>
<td>her sister’s room</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>138.</td>
<td>the floor</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>139.</td>
<td>her sister</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>140.</td>
<td>trouble breathing</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>141.</td>
<td>this story</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>142.</td>
<td>this speckled band</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>143.</td>
<td>your stepfather</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>144.</td>
<td>strange animals around the house</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>145.</td>
<td>all kinds of animal’s around</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>146.</td>
<td>a baboon on the grounds</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>147.</td>
<td>one more question</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>148.</td>
<td>your stepfather’s bedroom</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>149.</td>
<td>Julia’s room</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>150.</td>
<td>your house</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>151.</td>
<td>the situation</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>152.</td>
<td>a weapon</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>153.</td>
<td>Helen’s house</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>154.</td>
<td>the bedroom</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>155.</td>
<td>this rope</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>156.</td>
<td>a rope next to the bed that</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>No</td>
<td>Noun Phrase</td>
<td>Pre</td>
<td>Types</td>
<td>Pre</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>157.</td>
<td>the bell rope</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>158.</td>
<td>the servants</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>159.</td>
<td>this room</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>160.</td>
<td>a long night</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>161.</td>
<td>my cane</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>162.</td>
<td>the slightest sound</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>163.</td>
<td>a hissing sound</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>164.</td>
<td>the light</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>165.</td>
<td>the cane</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>166.</td>
<td>something that looked like a coil on the bed</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>167.</td>
<td>a band</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>168.</td>
<td>a snake</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>169.</td>
<td>the snake</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>170.</td>
<td>the bell rope</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>171.</td>
<td>the hall</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>172.</td>
<td>the noise</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>173.</td>
<td>the door</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>174.</td>
<td>her stepfather’s room</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>175.</td>
<td>a loud crash</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>176.</td>
<td>Helen’s stepfather</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>177.</td>
<td>his head</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>178.</td>
<td>a coil around her stepfather’s head</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>179.</td>
<td>A poisonous snake</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>180.</td>
<td>a viper</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>181.</td>
<td>your sister</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>182.</td>
<td>the bell rope in her room</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>183.</td>
<td>the ceiling</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>184.</td>
<td>the next victim</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>185.</td>
<td>all the money your mom left you</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>186.</td>
<td>a deadly serpent</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>187.</td>
<td>the mystery of the speckled band</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Description of the table:
- **No**: Number
- **Noun Phrase**: list of noun phrases found in the short story
- **Types**: types of noun phrases
- **Pre**: pre-modified noun phrase
Post : post-modified noun phrase
Construction : construction of noun phrase

d : determiner  Adv : Adverb
e : enumerator  PP : Prepositional phrase
Adj. : adjective  RCI : relative clause
N : noun  other : other forms
The Chart of Cognitive Process

APPENDIX 2

INPUT
  ↓
SENSORY PERCEPTION
  ↓
SELECTIVE PERCEPTION
  ↓
SHORT-TERM MEMORY
    Processing for Output
  ↓
STRATEGIES
  ↓
OUTPUT

CONSCIOUS
  ↓
ENCODING

NO
  ↓
IMPLICIT KNOWLEDGE
  ↓
HYPOTHESIS GENERATION
  ↓
HYPOTHESIS TESTING
  ↓
RESTRICTING OF INTERLANGUAGE
  ↓
INTERNAL LINGUISTIC SYSTEM
  ↓
RETRIEVAL FOR SHORT-TERM MEMORY

YES
  ↓
CONSCIOUS ENCODING

LONG-TERM MEMORY
  ↓
EXPLICIT KNOWLEDGE
  ↓
INTERNAL LINGUISTIC SYSTEM
  ↓
RETRIEVAL FOR SHORT-TERM MEMORY
THE ADVENTURES OF SHERLOCK HOLMES

Sir Arthur Conan Doyle

LEVEL 5
THE ADVENTURE OF THE SPECKLED BAND

My name is Dr. Watson. For many years it has been my pleasure to work as a companion to the world's greatest detective, Sherlock Holmes.

One of Holmes' most famous cases involved a mysterious 'speckled band.' Holmes and I were having breakfast one morning at his home on Baker Street when a young woman named Helen Stoner arrived.

"Oh please Mr. Holmes, you're the only one who can help me," said Helen. "I believe that my poor sister Julia has been the victim of a terrible crime, but I can't prove it."

Holmes asked the young lady to tell her story. It seemed that her stepfather was a heartless man with a short temper. He didn't want the girls to get married because he would lose the money that their mom had given them when she died. He tried everything he could to keep them at home, but one day, Julia told him she was getting married.

That night, Helen woke up to a terrible scream. She went to her sister's room and saw her lying on the floor. Her sister was gasping for air. She was having trouble breathing.

"It was the speckled band," she whispered to Helen, "the speckled band." A few seconds later she died.

After Helen had told this story, Holmes stood up. He looked very worried. Could tell that he was suspicious.

"Tell me," he said to Helen, "did you see this speckled band?" Helen said she hadn't. "Does your stepfather keep strange animals around the house?" asked Holmes.

"Why yes, he does," said Helen, surprised. "He keeps all kinds of animals around. We even have a baboon on the grounds. Why do you ask?"

"I will explain later," said Holmes. "One more question. Is your stepfather's bedroom next to your sister's?" Helen said it was, and also told us that her stepfather insisted she sleep in Julia's room from now on.

"Hmmm," said Holmes. "That's very odd. I think that Watson and I will come over to your house so I can observe the situation more closely."

As we were leaving, he said to me, "Watson, I believe that you should bring a weapon. I have a feeling this could get dangerous."

Once we arrived at Helen's house, we went right to the bedroom. Holmes observed the bedroom carefully. "Why is this rope here?" he asked, pointing to a rope next to the bed that hung from the ceiling.

"That's the bell rope to call the servants," answered Helen. "It doesn't work."

Holmes looked at me for a moment, but he didn't say anything. Finally, he spoke.

"Watson and I will sleep here tonight. You must not come into this room for any reason. And whatever you do, don't tell your stepfather that we are here."

Helen looked confused, but she agreed. After she left the room, Holmes said to me, "I guess we'd better get as comfortable as we can. We have a long night ahead. Do you have a weapon?" I showed him my cane. "Good," he said, "give it to me. We have to be completely silent. We can't make the slightest sound."

We sat and waited. I was getting tired. I have to admit that I fell asleep. When I woke up, it was night, and completely dark in the room. I had forgotten that Holmes said to be quiet, and I was about to call his name, when I heard a hissing sound.

"Watson," Holmes yelled, "Look out!" The lights suddenly went on. Holmes had the cane and was bastingsomething that looked like a coil on the bed. At first, I couldn't tell what it was. Then I realized it was the speckled band. Only it wasn't really a band. It was a snake!

The snake slithered up the bell rope and disappeared. "Quick!" shouted Holmes. "We must hurry!"

We ran out into the hall. Helen had heard the noise and came to see what was going on. Holmes raced past her and opened the door to her stepfather's room. Just then, we heard her stepfather yell, followed by a loud crash.

When we walked in the room, Helen's stepfather was lying on the floor, dead. Helen gave out a cry. "Look," she said, "on his head. It's the speckled band!"

The snake was in a coil around her stepfather's head. "That's no band," said Holmes. "That's a poisonous snake called a viper. Your stepfather trained it to kill your sister, and he was going to use it on you. That's why he put the bell rope in her room, so the speckled serpent could slither down from the ceiling and bite whoever was in the bed. That's also why he wanted you to sleep in her room. He wanted you to be the next victim. Then he could have all the money your mom left you, to himself. But when I attacked it with the cane, the snake got angry and attacked your stepfather instead. After you told me that he kept strange animals, I became suspicious. It was obvious that your sister had been poisoned, and what better way to poison someone than with a deadly serpent!"

And that solved the mystery of the speckled band.
Sherlock Holmes greeted me excitedly when I arrived at his apartment. I could tell by the sound in his voice that he was working on another mystery.

"Watson, a young female has just called me," Holmes said. "Her name is Mary Sutherland, and she works at an accounting firm. She sounded completely miserable on the phone. It would appear that her husband deserted her just before their marriage ceremony was about to begin."

Holmes was going to say more, when there was a knock on the door, and Mary Sutherland herself walked into the room. "Oh Mr. Holmes!" she said, "you just have to help me. I can't risk losing the only chance of finding happiness I've ever had."

"It all started," she began, "when my mother remarried. My stepfather is very mean to me. Anytime I try to go out with someone, he makes problems. He never likes any of the young gentlemen I want to go out with. I finally got fed up and told him that I was going to move out and live by myself; that I wanted my independence."

"The next day, my stepfather said he was going on a long trip. When he left, I couldn't believe how happy I felt after being miserable for so long."

"My accounting firm threw a big party that night and everyone was there. I met a man named Homser Angel and he asked me to dance. I had a great time dancing, and when the party was over, Homser asked me out on a date."

"Homser and I started seeing each other often after that, and very soon we fell in love. A week ago, he asked me to marry him and I said yes. I didn't care what my stepfather said. He doesn't want me to leave because he won't get any of the money my real father left me when he died."

"Homser said we should get married right away, before my stepfather got back from his trip. We made plans for a ceremony at the church. My mother and I were there waiting and waiting, but Homser never showed up. When I got home, there was a note someone had left for me. It was from Homser, and it said he was sorry that he missed the marriage, but something very important had come up and he would explain later. In the meantime, he wanted me to wait for him to return."

"I'll wait for him forever. Mr. Holmes, because I love him, but I am very worried. What if something terrible happened to him? What if he's in some kind of trouble?"

"I wouldn't worry about Mr. Angel," said Holmes. "I don't think he's in any trouble." Holmes had a concerned expression on his face. "Miss Sutherland, I must tell you something that will make you very unhappy. I don't think you will ever see Homser Angel again, because he never was a real person. I believe someone is playing a cruel trick on you."

Mary started crying, and it was several minutes before she stopped. "What do you mean?" she cried. "How could he never exist when I saw him?"

"I will explain later," answered Holmes, "but right now I need to ask you a few questions. When did your stepfather get back from his trip?"

"The day after the marriage was supposed to have taken place," she answered, still sobbing. "Hmmm," said Holmes. "And did he say anything about your trying to get married?" She shook her head no.

"Do you still have the note that was waiting for you when you got back from the church?" Mary said she did and gave Holmes the note. He studied it carefully. The note was typewritten. Holmes folded the note and put it in his pocket. "Come," he said, "let's go have a talk with your stepfather."

The three of us went over to Mary's house. Her stepfather was not happy to see us and demanded to know what we wanted.

"I wish to examine the typewriter in this house," announced Holmes. Mary showed him where it was, and then Holmes sat down and typed a note.

"Exactly as I thought!" he exclaimed a moment later. "This is the same typewriter used to write the note that Mary found."

"How can that be?" I asked.

"It's very simple," answered Holmes. "Homser Angel is really Mary's stepfather. He only pretended to go on a trip, and then disguised himself as Homser Angel to trick Mary into falling in love with him."

"But why?" cried Mary.

"That way he could keep you from getting your independence. He knew that if you moved out, he would lose all your money. That was a risk he didn't want to take. So by making you fall in love with Homser, and then having Homser disappear mysteriously before the marriage, you would wait for Homser to return and never leave. He could still have your money."

"You are a very cruel man," Holmes said to Mary's stepfather. "You may have tricked this young female, but you didn't trick Sherlock Holmes. And now that she knows the truth, you'll never get any of her money!"
I was having breakfast with my wife when I received a telegram. It was from Sherlock Holmes.

MY DEAR WATSON,

I'VE BEEN ASKED TO UNDERTAKE A CASE INVOLVING A YOUTH WRONGFULLY ACCUSED OF MURDER? CAN YOU HELP?

S.H.

Needless to say, I took the next train to Boscombe Valley, where the crime took place.

"There's no doubt that James McCarthy killed his father," said the lawyer working on the case. "In his official statement to the police, young McCarthy admitted that he not only found the body, but he also admits that he and his father were arguing loudly just a short time before the murder took place."

Holmes interrupted. "Yet the young man says he didn't kill his father, and I believe he is sincere."

The lawyer, however, did not believe that the youth was sincere. Holmes left the office with a very grim look on his face.

"We're off to see Miss Alice Turner," explained Holmes. "She is the one who asked me to undertake the case for James. The McCarthys and Turners are close family friends. Alice Turner and James McCarthy would like to get married."

Alice was a very pretty girl and quite sweet. It was hard for me to believe that she'd have anything to do with a murderer.

"First of all," began Holmes, "how did your father and the murdered man become friends?"

"Well," she answered, "they met in the army a long time ago. Other than that, I don't really know, because my father never talked much about Mr. McCarthy. He showed up with James many years ago. Since that time, James and I have become close. We would like to get married, but my father is against it."

"That's one thing that puzzles me," continued Holmes. "If your father and Mr. McCarthy were such good friends, why won't he allow you and James to get married?"

"I don't know," she answered. "My father likes James, but he doesn't want us to get married for some reason. Mr. McCarthy sure did. That's what James and he were arguing about before he was murdered. Mr. McCarthy wanted us to get married without my father's permission. But James wouldn't do it. He didn't think it was right."

"I'd like to speak with your father, if I may," said Holmes, the grim look returning to his face.

Alice shook her head sadly. "He hasn't been feeling well since the murder. He's having trouble breathing, and his limp has become much worse. You'll have to wait until this afternoon to see if he's feeling better."

"That will be fine," said Holmes. "Watson and I have some work to do. And don't worry Miss Turner. I think we'll be able to prove that James didn't kill his father, no matter how good the official case might seem."

Something had excited Holmes. He walked quickly through the streets to the scene of the crime. He pulled out his magnifying glass and carefully checked the ground. "Ah ha!" he exclaimed. "Here you can see a set of tracks where one footprint is deeper than the other. That tells me who the real murderer is, Watson, and it's not James."

We rushed back to Alice's house to speak with her father. We were shown into Mr. Turner's bedroom, where we found him lying sick in bed.

"Mr. Turner," said Holmes, "I realize that you are ill, but I must speak to you about the murder of Mr. McCarthy. James did not kill him. I checked the scene of the crime today, and I found footprints where one foot went deeper than the other. Only someone with a limp leaves tracks like that, and you, Mr. Turner, are the only one involved who has a limp."

Mr. Turner said nothing for a minute. The he spoke. "Yes, I'm the one who did it. But I did it to protect Alice. Mr. McCarthy was a terrible man, and wasn't really my friend. I hated him! It was just that he knew me in the army when I was a youth, and knew I did some things that weren't very nice. That was a long time ago. I changed my ways, and became a good citizen."

"But he wouldn't listen. He showed up here with his son, James and made me give him money. If I didn't, he would tell the police about the things I did a long time ago. That's why I wouldn't let James marry Alice. I like James, but I'm so ill that I won't be around long, and I couldn't trust his father to take care of my daughter. I wouldn't have let James hang. If they'd have found him guilty, I would have stepped forward and admitted my guilt."

Because the old man was so ill, Holmes didn't tell the police. He did manage, however, to convince the court that James was not the killer. When Mr. Turner passed away a short time later, Holmes explained the whole story to the police.

Eventually, Alice and James did get married, much to the delight of Holmes and myself, and settled down to a lifetime of happiness in Boscombe Valley.