CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this study, there are two statements of the problem which become the basis of the study. The first statement of the problem is "What types of pre-noun modifiers are found in English Department students' descriptive writing", and the second is "What errors in pre-noun modifiers are made by the students in their descriptive writings".

According to the first statement of the problem, the writer found out that there were nine types of pre-noun modifiers used by the students in their descriptive writings and there were 2,802 pre-noun modifiers in total. Pre-noun modifier, mostly used by the students, was *articles* which accounted for 40.36% of the total numbers of pre-noun modifiers used. Then, it was followed by *adjectives* (18.95%), *quantifier* (11.35%), *possessive adjective* (11.10%), *noun* (10.14%), *demonstrative adjective* (3.35%), *numbers* (3.18%), *participle* (1.25%), and the lowest was *gerund* (0.32%).

In addition, the writer also found out that there were 223 errors in pre-noun modifiers. The errors occurred in eight types of pre-noun modifiers, they were: Adjective (Adj), Articles (Art), Demonstrative Adjective (DA), Quantifier (Q), Noun (N), Possessive Adjective (P. adj), Participle (part), and Gerund (Ger). There were 169 (75.79%) *articles* errors from the total errors in pre-noun modifiers and this

number of errors was the highest. Then, it was followed by *possessive adjectives* (11.66%), *quantifier* (5.38%), *adjectives* (3.59%), *demonstrative adjective* (1.79%), *noun* (0.89%), *gerund* (0.45%), and *participle* (0.45%).

Meanwhile, for the second statement of the problems, there were four types of errors in the pre-noun modifiers used by the students; they are Omission, Addition, Misformation, and Misordering. The highest type of errors was Omission with the total of 115 (51.57%) errors of the total numbers of the errors in pre-noun modifiers. Then, it is followed by Misformation (29.15%), Addition (17.49%), and the lowest type of errors was Misordering (1.79%).

Generally, the students made those kinds of errors because of the transferring from their mother tongue (interlingual transfer) and their failing in understanding the rules and also the structure within the target language (intralingual errors).

5.2 Suggestions

The suggestions are addressed to the English Department lecturers and the next researcher. Hopefully, these suggestions can help the lecturers in teaching the students and can help the next researcher if they want to make this kind of research. Based on the results of this study, the writer would like to give some suggestions for the lecturers to minimize the students' errors in using pre-noun modifiers.

1. The lecturers should give more explanation of pre-noun modifiers, especially in *articles*, so the students will understand more how to use pre-noun modifiers correctly.

2. The lecturers should give the students more exercises dealing with pre-noun modifiers, especially *articles.* By giving a lot of exercises, the lecturers will help the students in applying pre-noun modifiers rules in their writings. If possible, the exercises can be done in fun ways so that the students will not get bored while doing the exercises.

Moreover, the writer would like to give some suggestions to the next researchers in case they want to make this kind of research.

1. The researcher has to have a strong knowledge about grammar.

2. The researcher has to find and learn more theories related to the errors in pre-noun modifiers to support his/her research.

3. The researcher has to read a lot of study related to pre-noun modifiers so he/she does not get confused while doing this research.

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