

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is divided into two parts: conclusions and suggestions. The conclusion consists of a summary of the discussions from the previous chapter. The suggestion section contains suggestions devoted to English teachers, the students and the future research.

#### 5.1 Conclusion

This study was aimed at describing and analyzing the errors made by the 8<sup>th</sup> grade students of SMPN 4 Gresik. By studying the errors as they existed, the students' difficulty in structures of modification can be analyzed and this reflects the problems that the students face. Thus, the answers to the questions include the identifying and analyzing of errors based on structures of modification and the patterns of the frequency of the occurrence of the errors.

The students errors found in the study can be classified into each type of structures of modification, such as noun as noun-modifiers, verb as noun-modifiers, adjective as noun-modifiers, adverb as noun-modifiers, preposition phrase as noun-modifiers, function word as noun-modifiers, noun as verb-modifiers, verb as verb-modifiers, adjective as verb-modifiers, adverb as verb-modifiers, preposition phrase as verb-modifiers, noun as adjective-modifiers, verb as adjective-modifiers, adjective as adjective-modifiers, adverb as adjective-modifiers, preposition phrase as adjective-modifiers, function word as adjective-modifiers, noun as adverb-modifiers, adverb as adverb-modifiers, preposition

phrase as adverb-modifiers, function word as adverb-modifiers, noun as function word-modifiers, adverb as function word-modifiers, preposition phrase as function word-modifiers, and function word as function word-modifiers. Errors also can be classified into error types. They are addition, misformation and misordering.

An error for each type of structures of modification itself, adjective as noun-modifiers was the most difficult structures of modification for the students. It is supported by the fact that average frequency of the occurrence of adjective as noun-modifiers was 70%.

With regard to the frequency of the occurrence of errors types, it can be concluded that misordering reaches the highest frequency (80 %). While, addition is 10.5% and misformation is 9.5%.

## **5.2 Suggestions**

The writer feels that the findings of the present research are sufficient for her to give several suggestions. By studying the students' errors in structures of modification, we could get a clear and reliable picture of the students' knowledge of English structures of modification.

Structures of modification are very important to build a word to be a phrase that makes a word broader and more meaningful in written and spoken English. As we know, Indonesian and English phrase have differences in their syntactic structures. Therefore, it is suggested that English teachers should recognize well the students' weakness especially in constructing structures of modification although the students are still in Junior High school because in the

8<sup>th</sup> grade students are taught constructing phrase, and also there are many phrases of structures of modification types that spread in the texts. Earlier anticipation on the students' errors is better than late. It is because errors are the part of language acquisition process and interlanguage competence. If the teacher lets the students to use structures of modification in incorrect structures and does not correct them, it will result fossilization. It means that the students will use the incorrect structures in the next grade. Because of that, the English teachers should pay more attention to the problems that the students face reported in the research and give more proper error correction in constructing structures of modification in order that the students can get better understanding of structures of modification receptively and productively. For the students, it is expected they can learn from the errors they have made. They have to try to construct phrases from words to get better understanding of structures of modification in order that their writing ability can improve.

This study only involved the 8<sup>th</sup> grade students of SMPN 4 Gresik. Thus, some of the results reported here may not be applicable to other population. Somehow, it has given a picture of problems that the students face in constructing structures of modification. This study is open to other writers to replicate the study with larger samples as a comparison to make more valid generalization.