

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In this part, the writer gives a conclusion based on the finding which he got through his study. The writer concludes that the students still have difficulty in constructing sentences by using restrictive adjective clauses. They made various errors in constructing sentences by using restrictive clauses, especially multiple errors, errors of relative pronouns and errors of object which were categorized as major errors. These errors were caused by some sources of errors proposed by Selinker. Some of them were caused by language transfer, transfer of training and strategy of second language learning..

The students need help from the English teachers who are in charge in teaching them. The English teachers have to find new techniques which can help the students to master English well, especially in constructing sentences by using restrictive adjective clauses. The writer believes that mastering the use of restrictive adjective clauses will be helpful for the students. It will help them to pass the national examination and to enable them read English books, such as novels, references, lesson books, which involve the use of adjective clauses, especially restrictive adjective clauses. Through this study, the writer believes that the difficulty in mastering restrictive adjective clauses which the students of SMP Cita Hati, Surabaya, are also experienced by other students in Indonesia.

5.2 Suggestions

In this part, the writer is going to give some suggestions which might be helpful for the teachers help their students in mastering restrictive adjective clauses and for the researcher which is going to improve this study.

1. It is better for the teacher explains clearly about what restrictive adjective clauses are and how to construct sentences by using it. From the writer's observation about the English teacher who was teaching restrictive adjective clauses, the writer found that the teacher did not give many examples about how to construct sentences by using restrictive adjective clauses. The teacher only gave 1 example to 2 examples. Probably, giving many examples can be useful for the students to understand the way to construct sentences by using restrictive adjective clauses. Since from the result of the study, it can be seen that the errors which were mostly made by the students were multiple errors, errors which occurred more than 1 time in a sentence. It means that the students, at that time, did not have enough knowledge about how to construct the sentences by using restrictive adjective clauses. They only tried to predict how to construct the sentences without enough knowledge about it. Some of them made errors of relative pronouns and errors of object, and the other made errors of relative pronouns and errors of prepositions.
2. It is better for the teacher to give exercises in constructing sentences by using restrictive adjective clauses, not in filling the blank with appropriate relative pronouns. The writer had ever seen this condition when he did his teaching practice in SMP Cita Hati that the teachers in the school gave tests for the

students about restrictive adjective clauses by asking the students to fill the blank with correct relative pronouns but not to construct sentences by using restrictive adjective clauses. Therefore, the students did not have enough ability in constructing sentences by using restrictive adjective clauses. They only knew about how to use correct relative pronouns in the sentences given, but they did not know the role of the relative pronouns, when they should omit the prepositions in the adjective clauses, and how to construct the sentences in right order.

3. For the researchers who are going to improve this study, it is better for them to predict the possible sources of the errors by doing interviews to the participants about the reason why they make the errors. Probably, it will be more accurate and useful.

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