

CHAPTER V

CONCLUSION

This chapter is intended to present the summary of this study and suggestion for the findings of this study.

5.1 Summary

Being fully conscious of the fact that the third Year students of SMA Kristen Pirngadi Surabaya had difficulties in using the correct agreement of plural-nouns in a sentence, the elements in the agreement of plural-nouns in a sentence (the elements in the agreement between determiners and plural-nouns and the elements in agreement between plural-nouns and-verbs) which had been greatly misused by these students were determined.

There are four theories underlying this study. They are Error Analysis of which the procedures were use to get the data of this study and to analyse the **students' errors**, **Contrastive** Analysis and Interlanguage which were used to interpret the causes of the errors, and the Agreement of Plural-Nouns in a Sentence (the agreement between determiners and plural-nouns and the agreement between plural-noun and verbs) which was used to determine the erroneous sentence elements (the incorrect determiners in the agreement between determiners and plural-nouns, the incorrect plural-nouns in the agreement between determiners

and plural-nouns, the incorrect plural-nouns in the agreement between plural-nouns and verbs and the incorrect verbs in the agreement between plural-nouns and verbs) made by the students.

In order to get the data for this study, the writer administered a test in the agreement of plural-nouns in a sentence (the agreement between determiners and plural-nouns and the agreement between plural-nouns and verbs) to the third year students of SMA Kristen Pirngadi Surabaya. After that, the writer wrote down all of the errors encountered, classified the errors based on their types and arranged them in a rank.

The errors made by the students are:

errors of determiners in the agreement between determiners and plural-nouns (19.1%), which consist of:

- errors of determiners required by articles (26%)
- errors of determiners required by demonstrative adjectives (36.5%)
- errors of determiners required by adjectives of indefinite quantity (37.5%)

errors of plural-nouns in the agreement between determiners and plural-nouns (19.6%), which consist of:

- errors of plural-nouns required by regular plural-nouns (37.2%)
- errors of plural-nouns required by irregular plural-nouns (62.8%)

errors of plural-nouns in the agreement between plural-nouns and verbs (29.8%), which consist of:

- errors of plural-nouns required by regular plural-nouns (34.6%)

- errors of plural-nouns required by irregular plural-nouns (65.4%)

and errors of verbs in the agreement between plural-nouns and verbs (31.5%), which consist of:

- errors of verbs required by full-verbs (57.6%)

- errors of verbs required by to be verbs (42.4%)

Among the errors in the agreement of plural-nouns in a sentence (the errors in the agreement between determiners and plural-nouns and the errors in the agreement between plural-nouns and verbs), the elements which had been greatly misused is verbs in the agreement between plural-nouns and verbs (31.5%). The second ones are plural-nouns in the agreement between plural-nouns and verbs (29.8%). The third ones are plural-nouns in the agreement between determiners and plural-nouns (19.6%). The fourth ones are determiners in the agreement between determiners and plural-nouns (19.1%).

5.2 Suggestions

Regarding the results of this study, the writer would like to present the suggestions for the findings of this study:

(1) The teacher should present more exercises in using the agreement of plural-nouns in a sentence (the agreement between determiners and plural-nouns and the

agreement between plural-nouns and verbs) to the students at the level of elementary, intermediate and advance. They should write the agreement of plural-nouns in sentences given (the agreement between determiners and plural-nouns and the agreement between plural-nouns and verbs), for example:

Elementary :

This book is on the table _____ becomes

These books are on the tables.

Intermediate :

An ox is a useful animal _____ becomes

Oxen are useful animals.

Advance :

The family lives in their new house _____ False

_____ becomes

The family live in their new house.

- (2) The teacher should give exercise in the agreement between determiners and plural-nouns in sentences, for example:

(a) The knife is blunt. (are)

The knives are blunt.

(b) The child is a pleasant boy. (are)

Those children are pleasant boys.

- (3) The teacher should give exercises in the agreement between plural-nouns and verbs in sentences, for example:

(a) This leaf is dry.-(These)

These leaves are dry.

(b) That lady is rich. (Those)

Those ladies are rich.

(4) The teacher should give exercises in various types :

- using plural-nouns into correct order from mix-up words given, for example :

(a) here — women-servants — needed — are —
many — becomes

Many women-servants' are needed here.

(b) of study — is — a field — Electronics
— becomes

Electronics is a field of study.

- making the subjects of the sentences from singulars
- to plurals.

(a) That pen is expensive.

Those pens are expensive.

(b) An expensive thing costs a lot of money.

Expensive things cost a lot of money.

- correcting all false sentences given.

(a) Mump is very contagious disease — (false)

Mumps is a very contagious disease.

(b) The commitees makes up their minds in a hurry

— (false)

The commitee make up their minds in a hurry.

(5) This study should be done by employing more sophisticated instruments and research techniques to get causes of the errors encountered in order to contribute better remedial teaching. The existence of further study with better instrument is to enlarge the

population of a study. and inferential statistics which give authority to the researchers to make productive generalizations from her findings.

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