

ABSTRACT

The topic discussed in this thesis is the acquisition of noun modification. The problem which I formulated is whether there is an agreement among the acquisition orders of noun modification obtained from the three levels of students. If there is an agreement, I then would like to find out the degree of agreement among the orders. Since the acquisition orders would be inferred from the difficulty orders, I would also like to find the difficulties that the students face in acquiring noun modification.

The purpose of this thesis is to verify the hypothesis that there is an agreement among the acquisition orders of noun modification obtained from the three levels of students. The next purpose is to find out the degree of agreement among the orders obtained. Finally, this study also aims at finding the difficulties the students face in acquiring noun modification.

The research conducted in this thesis was a field research. I studied and analyzed the compositions which were collected from the writing of the students of semester one, three, and five. The students' compositions were used since acquisition orders can only be obtained if the technique used in collecting the data is the natural communication task. The method employed to infer the acquisition orders is the group score method. In this study, I combined the longitudinal and cross-sectional study. In order to find the degree of agreement, the Kendall Coefficient of Concordance (W) was used.

The findings obtained from the analysis can be summarized as follows: the students from the three levels do not acquire noun modification in the exact order. However, from the hypothesis testing, it was proved that there is an agreement among the orders. So, the hypothe-

sis is accepted. It was also found out that the degree of agreement is 0.911. Another findings is that the students acquire noun modification to a different extent. The students of semester five have acquired all the types of noun modification. The semester three students have acquired the modification by prepositional phrase and noun whereas the students of semester one have acquired only the modification by prepositional phrase. Although they acquire noun modification to a different extent, they face similar difficulties which can be seen from the kind of errors they made.

Finally, basing on the findings above, I can draw conclusions as the following: (1) there is an agreement among the acquisition orders of noun modification obtained from the three different levels, (2) there is a good degree of agreement among the orders, that is, 0.911, (3) the students face similar difficulties in acquiring noun modification which can be seen from the kind of errors they produced. The errors that the students produced cover the error of omission, addition, selection, misordering, the failure to recognize the meaning of -ed and -ing participle as well as the wrong use of adjectives which have corresponding forms in Indonesian.