

ABSTRACT

Felicitas Wiji Lestari (1998). The Acquisition of Noun Premodification of the First Semester Students of the English Language Education Study Program of Sanata Dharma University. Yogyakarta. English Language Education Study Program Sanata Dharma University.

Writing is not easy particularly if it is in a foreign language such as English. The similarities between the structure of the native language (Indonesian) and the target language (English) make it easier for learners to learn the target language. But, the differences between them can cause problems, one of the differences is the noun premodification construction.

This thesis intended to find out the kinds of noun premodification constructions which appeared in the students' writing, to find out the kinds of errors in the noun premodification constructions which appeared in the students' writing, and to find out the comparison between the means length of noun premodification construction produced by the students in the pretest and in the posttest.

The data of this thesis were taken from the first semester students of the English Language Education Study Program, particularly the students of group a. The test used was writing free compositions, descriptive compositions. The pretest was held on the first day the students attended the class, September 8, 1997, and the posttest was held on November 17 th, 1997.

The results of the study show : (a) the kinds of the noun premodification construction which appeared in the pretest and in the posttest were (in order) : (1) Det. + Noun, (2) Noun, (3) + Noun + Noun, (4) Det. + adj. + Noun, (5) Det. + Noun + Noun, (6) Adj. + Noun, (7) Det. + Present part. + Noun, (8) Present part. + Noun, (9) Adj. + Noun + Noun, (10) Det. + Adj. + Noun + Noun, (11) Det. + Past part. + Noun, and (12) Past part. + Noun. (b) The students produced fewer errors (*of omission, of misformation, misordering and of addition*) after they got the instruction of noun premodification, but the errors of *misspelling* in the pretest was more than in the posttest. The results of the study under the term statistical analysis shows that the null hypothesis of this study could not be rejected because the $t_{\text{Obs.}}$ of the construction $< t_{\text{Crit.}}$ ($0.481 < 1.697$)/ the $t_{\text{Obs.}}$ of the length of the construction $< t_{\text{Crit.}}$ ($0.051 < 1.697$), or it can be said that there is no significant difference between the mean length of noun premodification in the pretest and that in the posttest. The probability of the students errors of the construction was 63.7% and the probability of the students errors of the length of the construction was 95.9%.

ABSTRAK

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Menulis (writing) tidak selalu mudah khususnya apabila bahasa asing seperti dalam bahasa Inggris. Bila tata bahasa antara bahasa asal (Indonesia) dan bahasa yang dipelajari (Inggris) sama maka mudah bagi siswa untuk mempelajarinya, tetapi apabila berbeda akan menimbulkan kesulitan seperti yang terjadi pada aturan-aturan konstruksi premodifikasi kata benda.

Skripsi ini bertujuan untuk menemukan macam konstruksi premodifikasi kata benda, kesalahan yang muncul dalam karangan para siswa , serta menemukan adanya perbedaan antara panjang rata-rata konstruksi premodifikasi kata benda dalam test sebelum dan sesudah pembelajaran.

Data skripsi ini diambil dari para mahasiswa Pendidikan Bahasa Inggris Universitas Sanata Dharma semester I khususnya kelas a kecil angkatan 1997/1998. Macam tes yang digunakan adalah karangan bebas mengenai gambaran. Pretest diadakan pada tanggal 8 September 1997 dan posttest pada tanggal 17 November 1997.

Hasil analisis deskriptif menunjukkan bahwa (a) secara berurutan konstruksi premodifikasi kata benda dalam : (1) Det. + KB (*Kata Benda*), (2) KB, (3) KB + KB, (4) Det. + KS (*Kata Sifat*) + KB, (5) Det. + KB + KB, (6) KS + KB, (7) Det. + Part. *Kala Kini* + KB, (8) Part. *Kala Kini.* + KB, (9) KS + KB + KB, (10) Det. + KS + KB + KB (11) Det. + Part. *lampaui* + KB, and (12) Part. *lampaui* + KB. (b) Kesalahan penghilangan, penambahan, pembentukan dan penyusunan konstruksi premodifikasi kata benda di dalam posttest lebih sedikit jumlahnya dibanding pretest. Namun mereka masih membuat kesalahan dalam ejaan yang jumlahnya di dalam posttest lebih dari pada dalam pretest. (c) dan hasil analisa statistik menunjukkan bahwa nul hipotesisnya diterima karena t Obs. pada konstruksi $< t$ Krit. ($0.481 < 1.697$)/ t Obs. pada panjang konstruksi $< t$ Krit. ($0.051 < 1.697$), atau dapat dikatakan bahwa rata-rata panjang konstruksi premodifikasi kata benda di dalam pretest maupun posttest tidak ada perbedaan yang berarti. probabilitas kesalahan yang di buat oleh siswa pada konstruksi saja 63.7%, sedangkan pada panjang konstruksi 95.9%.