CHAPTER V

CONCLUSION AND SUGGESTION

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In this chapter the writer would like to summarize what she has discussed in the previous chapters. Then she would like to give some suggestions that may be useful for the english teachers when they want to use this technique "The Mastery of English Compound Indefinite Pronouns By SMUK Santo Stanislaus Students : An Error Analysis " into practice.

5.1 Conclusion

Fairly detailed analysis of the types of compound indefinite pronoun errors made by SMUK Santo Stanislaus Students indicates that there are **highly frequent errors** and **less frequent errors.** The highly frequent errors are characterized by the following syntactic patterns :   the pattern of some / any followed by plural nouns , the use of double negative / no - series + not negation, lack of subject and verb agreement , lack of negative items , and question patterns + some - series. While less frequent errors have the following syntactic patterns : Use of any - series for the positive forms, and no - series / wrong spelling.

These errors are traceable to language learning processes such as language transfer or language interference, transfer of training, strategy of second language learning, overgeneralization of target language rules, ignorance of rule restriction and false concept hypothesized. The fact that many of these errors are traceable to language transfer rejects the assumption that contrastive analysis has very little value in second language learning.

The various types of compound indefinite pronouns errors identified above tell English language teachers that the simple tense from the teachers' viewpoint is not at all simple for the students. These findings seem to lend support to the assumptions that the latent psychological structure may not be fully activated and that the latent language structure may not be fully realized in language learning, and that the learning strategy employed by individual learners may be independent of the method by which they are

being taught. It is recommended that students' errors be analyzed to better know the nature of students' learning processes.

5.2 Suggestions

Knowing the types of errors in using the compound indefinite pronouns and their possible causes, I would like to give some suggestions to eliminate such errors from students writing as well as the grammar tests.

1. In teaching determiners some and any , the teacher should explain the difference between the two patterns. The function of determiners some and any is as adjectives whereas the function of some - series and any - series is as pronouns. Some and any as determiners follow the nouns which are modified. The teacher then , should emphasize that some - series and any - series are always written as single words. They are grammatically singular ; they take singular verbs and are usually referred to by singular pronouns. Give the students some exercises about some and any.

2. In the explanation of teaching not - negation, the teacher has to emphasize that no - series are negative pronouns. They are already negative in meaning. So, there is no need to take negative item 'not' anymore. For clarity , the teacher makes sentences using not negation and then changes the sentences into another type (i.e. with negative pronouns). This will help the students to see the difference. Ask the students to practice some exercises concerning not - negation.

3. In teaching every - series , the teacher has to explain to the students that every - series are singular. Therefore, they should not take plural verbs; the students have to use the singular pronouns as a replacement of everyone and everybody. Then gives the exercises about every - series.

4. In order to succeed in teaching the negative items the teacher has to explain to the students that there are some words which are negative in meaning besides the negative item 'not'. Although they do not appear negative in form, they make the whole clause in which they occur negative. Ask the students to avoid two negatives items in the same clause. For clarity, ask the students to underline the negative items in sentences correctly.

5. To teach some - series , a teacher has to use two steps. The first step is to explain the students that some - series are usually used in positive sentences. After this is done, the teacher can give exercise , so that the pattern sticks to the students very well. The second step is to teach another function of some - series, i.e. some - series can sometimes be used in questions when we expect a positive answer or when we make an offer. The teacher can give some examples concerning some - series.

6. In teaching no - series the teacher should explain the difference in writing of no one from the other compound indefinite pronouns. It will be better if the teacher makes a diagram about compound indefinite pronouns. By drawing the diagram, the teacher can help the students see the difference.

The writer suggests that the teachers should give the chance to the students to practise the usage of compound indefinite pronouns at the fifth meeting in the teaching of Functional Skill or Language Focus. The practical method in teaching compound indefinite pronouns is by using the TRP (Test Reinforcement Practice) Approach.

The steps are as follows : First, Test the students ability to use the compound indefinite pronouns of some-series, any-series, every-series, no-series, not-negation and negative items by turns. Then, give the student Reinforcements how to use the compound indefinite pronoun patterns. Ask the students to Practise compound indefinite pronouns in various kinds of sentences in order to master the usage of compound indefinite pronouns correctly.

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