

ENGLISH NOUN POSTMODIFIERS

Chapter 5

Conclusion and Suggestion

Conclusion

Prior to taking the Writing III class, students were required to take three Structure classes and two Writing classes. They should be well equipped with the knowledge of the structures of noun postmodification. Such decent acquisition should be reflected on their accurate and well-constructed use of the structures of noun postmodification in the 36-analyzed end-of-term compositions.

On one hand, such factors of accuracy and efficiency may reveal findings suggesting positive level of acquisition, despite some issues in those two factors where several cases of ambiguity and efficiency were detected. On the other hand, the analysis also revealed some issues in such factors as variability and complexity. The variability showed the high dominance of

preposition phrase resulting in low occurrences of the other types of postmodifiers, and the absence of one type of postmodifier suggesting less variability and even lack of decent acquisition of that type. Furthermore, the complexity factor showed that the structures of noun postmodification were dominated by noun phrases with zero embedded noun phrases and noun phrases with single postmodifiers suggesting the more complex noun phrase structures were not in decent acquisition.

Despite many instances of well-constructed noun phrases, it can be inferred from those several instances of imperfections of structures in terms of variability, ambiguity, accuracy, and efficiency that students need to have some improvement methods to solve the problems revealed by the frequency analysis, complexity analysis, accuracy analysis, and efficiency analysis which were formulated in the following section of suggestion.

Suggestion

Noun phrases, either simple or complex, occupy significant roles in helping to convey intended meaning, especially in academic writing. To attract readers to enjoy a piece of writing, especially a formal academic one, writers need to construct their ideas effectively without sacrificing efficiency; meanings may be delivered successfully in the shortest possible way. Long strings of words may result in redundant sentences that may distract readers' focus in understanding a text. As a result, effective communications may fail.

Thus, based on the result of the study, the writer proposed that: (1) the issue of variability, which was reflected by the low occurrences of some postmodifiers and absence of a certain postmodifier, may be improved by doing translation drills of postmodified noun phrases from the source language to the target language, English and vice versa, (2) the

complexity issue, which was reflected by the low occurrences of embedded of noun phrases and the low multiple cooccurring postmodifiers, may be improved by doing translation drills of postmodified noun phrases from the source language to the target language, English and vice versa, (3) the issue of accuracy, which was reflected by several ambiguous noun phrases, may be improved by doing translation drills of postmodified noun phrases from the source language to the target language, English and vice versa, and (4) the issue of low efficiency, which was reflected by several occurrences of lengthy noun phrases, may be improved by doing substitution drills on post-modifying structures that are re-constructible in other equivalent postmodifiers; such substitution drills may be done to enable students to construct noun phrases with different postmodifiers without damaging the overall meaning the message contained in the noun phrase being conveyed.

Furthermore, students' lack of acquisition of the structure of English noun postmodification is only a partial issue since a noun may also receive pre-modification. If a postmodification imposed a problem of noun postmodification, a possible cooccurring pre- and postmodification of a noun may create more challenges. This study was only focused on the noun postmodification, which would not provide feasible solution to more complex structures of a noun modification. Thus, a further, more comprehensive research on noun modification needs implementing to provide English L2 learners with a thorough solution.

The writer suggests a case study of the acquisition of English noun pre- and postmodification by English L2 learners in Indonesia. This future study is expected to reveal more problems or successful tips of the acquisition of English noun pre- and postmodification structures. When experiences of process of such acquisitions are acquired, that may include

obstacles or successful tips of the acquisition, more comprehensive solutions for the improvements will be better devised, proposed, and implemented through bettered curriculum of teaching that may cover improved syllabi and lesson plans.

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