

CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the result of study that has been discussed in previous chapter and also suggestions for English teachers, students and other researchers.

A. Conclusions

Based on the data analysis of research at eleventh grade students of SMA Negeri 5 Binjai, SMA Negeri 7 Binjai, SMA Swasta Swakarya Binjai, and SMA Swasta Melati Binjai, the writer wants to present the conclusions. The conclusions consist of several points that are related to the problems of the study. They are:

1. The types of inflectional morphological structure errors in recount texts written by the eleventh grade students in four schools at Binjai are omission 58 cases (47.5%), addition 19 cases (15.6%), substitution 29 cases (23.8%), and miss-ordering 16 cases (13.1%).
2. The causes of inflectional morphological structure errors in recount texts by the eleventh grade students were interlingual and intralingual transfer. Intralingual transfer 90 cases (73.8%) dominantly causes the errors occur because the students still have limited knowledge about the rules and the structure of English and the inability to apply what they have learned. Besides, the transfer of Indonesian language or interlingual 32 cases (26.2%) also takes part in causing errors occur.

B. Suggestions

Considering the conclusions above, some suggestions are presented in this part. As discussed in chapter I, this study hopefully can give advantageous information both theoretically and practically.

1. For the Teachers

- a. The teachers are expected to give stronger emphasis about affixation to students.
- b. The teachers are expected to discuss and remind students about the inflectional morphological structure related to the English topics that they learn, by doing this students will be more aware about affixation.
- c. The teachers are expected to give more exercises continuously to the students and discuss it together if the errors in affixation especially in inflection occur.

2. For the Students

- a. The students should be able to comprehend about the words formation in inflectional affixation.
- b. The students are expected to be more aware about affixation rules for the sake of their mastery in using English spoken and written.

c. Students are expected to learn more about English inflectional affixations.

d. Students are expected to do exercises and practice more about the inflectional affixation to train their ability in using it.

3. For the other Researchers

It is eagerly suggested to the other researchers to conduct varied researches about derivational affixation in other kinds of texts which are considered important for students' needs in learning English.