CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of data analysis, conclusions are drawn as follows:

1) Morphological awareness task and text processing have strong tendency to measure the students' awareness especially inflectional and derivational morphemes.

2) Text processing task assigns students to identify words which have morphological aspects while completion task assign another aspect such as vocabulary knowledge and reading comprehension.

5.2 Suggestions

Based on the above conclusions, there are some suggestions listed:

1. Morphological awareness should be taught from the earliest stages of reading instruction to at least early adolescence.

2. The English teachers at junior high schools also can help their students to develop their morphological awareness by teaching morphology explicitly while they are learning English. when students are explicitly taught morphological rules of English words, their awareness will be increased. Suffixation and prefixation exist in most words in English and noticing those suffixes or prefixes can play a significant role in forming and reforming the words. Rather than memorizing the semantics of word, the learners can meaningfully derive and decompose words and this can lead to meaningful learning instead of rote memorization.