

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study's results that has been discussed in previous chapter and also suggestions for English teacher, students and other researchers.

A. CONCLUSIONS

Based on the data analysis of research at XI-Mia 1, XI-Mia 2 and XI-Mia 3 of SMA Negeri 1 Stabat, the conclusions will be served as the following:

1. The types of inflectional morphemes errors in the text written by second-year students of SMA Negeri 1 Stabat are omission, addition and misformation. Omission got the highest percentage of error (80.7%), followed by errors of misformation (14%) and errors of addition (5.3%).
2. In omission, errors dominantly occurred because the absence of inflectional morphemes –s to form plural. In addition, the errors only occurred because the presence of inflectional morpheme –ing to form progressive verb which should be in the form of present tense. In misformation, the dominant error that occurred is the misformation of irregular verb in the form of past tense.
3. Intralingual and interlingual transfers contributed in causing errors occurred. Intralingual transfer (59.6%) dominantly caused the error occurred because students' lack of ability in forming a good structured of sentence

by using English and the limited knowledge of students in applying what they have learned. The transfer of native language or Indonesian language (interlingual) also took part in causing errors occurred (40.4%) because students' overgeneralization in writing by using English as they write in Indonesian language.

B. SUGGESTIONS

As discussed in previous chapter, this study is intended to give advantageous information both theoretically and practically.

1) For the teachers

- a. The teachers are expected to give more information about inflectional morphemes to students.
- b. The teachers are expected to discuss and keep reminding the students about the inflectional morphemes related to the English topics that they learn. Hopefully by this way of learning, the students will be more aware about morphemes, especially inflectional morphemes.
- c. The teachers are expected to give more writing exercises continuously to the students and discuss it if the errors in morphemes especially in inflectional occur. This not only will give students more information about inflectional morphemes, but also get them accustomed with writing task.

2) For the students

- a. The students are expected to learn more about inflectional morphemes.
- b. The students are expected to be more aware about inflectional morphemes rules for their mastery in writing text using English.
- c. The students are expected to comprehend about how to form words into a good sentence using inflectional morphemes in English language.
- d. Students should do more practices in writing by using inflectional morphemes in English language to get them accustomed in using inflectional morphemes.

3) For other researchers

Other researchers should conduct varied researches about morphemes both inflectional and derivational in other kinds of genre which are considered important for students' needs in learning English.

