

Chapter V: Conclusion and Recommendation

This chapter presents the conclusion and the recommendation based on the result of this research. The conclusion will cover some explanations regarding the finding data in the previous chapter, while the recommendation provide some suggestions to EFL students, particularly english department students, english teachers, and readers as well.

Conclusion

The present research was carried out to investigate the types and the sources of morphological errors committed by students of the Department of English Education, Faculty of Letters and Culture, Gorontalo States University, the academic years of 2017. In terms of the data collection technique, the data were collected through ten students' argumentative essays.

At this point, studies on morphological errors have been conducted in the past few decades in order to make a substantial contribution toward english language teaching as a foreign language. It seemed, however, that EFL students' morphological competence, specifically English Department students were not fully developed. Their morphological competence was still below average despite they have accomplished ample compulsory subjects such as Writing for Academic Purpose, Basic English Grammar, and Morphology subject.

Moreover, there was no extra attention about concept and restriction of morphological rules because of students lack of knowledge about word formation mainly to the use of suffix –s as plural marker of noun and the use of suffix –ed/d

as past tense marker to the verb. As a consequence, many morphological errors were committed by English Department students. They largely dealt with the problem of suffix –s as plural marker of noun and the use of suffix –ed/d as past tense marker to the verb rather than other types of morphological errors.

Additionally, these morphological types encompassed the errors of omission of plural noun, addition of plural noun, and misformation of past verb. However, morphological errors of misordering were not covered because because the students not commit the incorrect placement of morpheme in sentence as misformation errors. Thus, only three types out of fourth types morphological errors provided by James (1998) were discovered in the present research.

Furthermore, in response to the second aim of this research which was to find out the sources of morphological errors. Those issues took place because they lack of knowledge about morphological rules in terms of writing an academic essay. Such a factor was believed to give rise to making many morphological errors.

These sources of morphological errors encompassed the errors of incomplete application of the rules, and overgeneralization. This sources of morphological errors also influence by the student ignore of the rule restriction, and false concept hypothesis of morphological rules

Concerning these findings, students' morphological competence needs to be developed, this can be done by providing more frequent word formation practice or exercise opportunities in the learning process also giving emphasis when the

teacher teaching morphology especially the rules for adding the suffix–s to plural nouns and the rules for adding the suffix–ed/d to the verb as a past tense marker.

Recommendation

This research, several recommendations are presented to provide advantages for students and teachers in the learning process. This study moreover can be useful for readers or further researchers.

First and foremost, to help students in overcoming and minimizing morphological errors. EFL students must have the self-awareness to study independently about word formation in English, not only learn the given material provided by lecturers in classroom activities but also thoroughly explore of word formation. EFL students moreover should access and read the native writer as a way to compare the word formation uses in their own language (Indonesia) with native writer' language (English) in order to achieve native-like competence and fluency. This method can also improve students' dexterity and skill in understanding and practicing morphological rules in writing. Equally important, devoting much attention to the appropriate usage of morphology is enormously important because even if students have in-depth knowledge and good competence in writing, it will completely seem worthless if scrupulous attention is not lavished properly.

Moreover, English language teachers need to raise students' consciousness to use morphological rules in writing. This can be done by applying more practice in teaching of morphology. By applying this method, the student will become

fully aware of the importance of the use of appropriate morphology in writing and try to correct the erroneousness if it takes place in essays. In addition to teaching morphology, practice opportunities are also equally important to be provided to students by teachers. EFL students have to practice the theory into some writing exercises, in this case, the continuous and intensive practice with the use of morphology in a real classroom activity will significantly drive to less making of erroneousness. Moreover, the teaching of morphology definitely needs to be integrated with the teaching of grammar, therefore the students should be not taught English grammar individually but teachers should teach students about English grammar and morphology. Students must be taught more how to use the suffix-s to plural nouns and the suffix-ed/d to the verb as a past tense marker.

Taking everything into account, the researcher knows that this research may far from flawless yet this can be a guideline or provide references to further researchers who want to conduct research in the same interest. Since the focus of this study was lying on students' erroneousness of morphology, particularly in an academic essay, it will be splendid if further researchers conduct a research in the influence of practice or exercise in teaching morphology to the students word formation ability. It is believed that it can broaden EFL students understanding and view on the importance of morphology uses in writing.

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