

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion from the result of this study and also gives some suggestions for the English teacher and the next researcher.

A. Conclusion

Based on the finding and discussion in chapter IV, it can be concluded that almost the students have understood in using the third person singular form; although, some students still have less understanding about this form. It can be seen in Table 4.1 and Table 4.2; there are 41 not supplied from 321 total number of occasion of using the third person singular –s in contexts and 23 of overuse in using the morpheme. And there are 10 not supplied from 230 total number of occasion in using the third person singular –es in contexts and 27 of overuse or overgeneralization in using this morpheme. The result has been gotten from 40 students of the tenth graders of MAN KEDIRI II Kota Kediri as the sample of this study. Some students still have misunderstanding in using the third person singular –s and the third person singular –es in the simple present tense form. Sometimes, they forget to add the verb with the letter –s/-es.

The result of average accuracy calculation of the third person singular –s gets 74,709%, and for the third person singular –es is 75,097%. So the third person singular –es has the higher level than the third person singular –s.

Although the third person singular –s is lower than the third person singular –es, almost the students acquire in using both of morphemes.

In conclusion, the researcher gives the minimum score of accuracy which has set by the teacher. The minimum score is 78%, almost all of the students have acquired in using both of morphemes because their percentage is higher than the score minimum in this study. Based on the implicational scaling matrix in Table 4.5, there are seven errors in this scaling. The Crep is, 91 per cent (i.e. $1-(7/40 \times 2)$). As this is higher than 90 per cent, the proposed acquisition order shown in the implicational scale can be considered 'valid'. Although the students have acquired in using the third person singular person, it cannot be used as a standard of the description of the students' accuracy level. The researcher hopes that the students should more practicing and memorizing about the structure in English, so they can understand well about English.

B. Suggestion

In this point, the researcher gives some suggestions to the reader especially for the English teacher and the next researcher. The researcher also hopes that this study can be useful for the reader. The suggestion makes the reader to get advantages from this study.

1. For the English teacher

As we know that Indonesia does not have the exact rule to change the word in the certain form in making a sentence as like in English, there

is an exact rule when we make some sentence in different time. Sometimes it makes some students confused in learning the second language in their school especially English. From the finding of this study, we can consider that some students still forget to change the word or verb in the certain form as like the third person singular -s (regular) and the third person singular -es (irregular) in the simple present tense. It happens because the students still have not memorized well some forms in making a sentence. It is suggested for the English teachers to give more help to the students in practicing of using of the use of the third person singular in the simple present tense form or the other form as like; asking the students to memorize some forms (form-focused instruction) in making a sentence and giving the students the written task about simple present tense form. The English teachers also give more attention to the students when they do teaching learning process about all of the structure in the school.

2. For the next researcher

From this study, the researcher collects the data of the samples just once. It can be better if for the next researcher takes the data more than once as like taking the data at least two times or four times. So the next researcher will get more data from the sample and know about their progress. It also can be compared between the previous data and the next data. The next researcher also can show the students' abilities in using

specific morphemes more accurately. The researcher of this study also expects that there is a next researcher in continuing this study then, can add the other morpheme as like the students' accuracy in using the third person singular and present progressive -ing. It can be better if the next researcher using the morpheme in the first stage based on the hierarchy of second language acquisition proposed by Krashen, in other word is 'easy' to 'difficult' morpheme. So, the next researcher can know the students' abilities of morphological acquisition from the easier level.