

## CHAPTER V

### CONCLUSION AND SUGGESTION

After discussing the research findings, the researcher would like to conclude and make suggestion in the last chapter of this research.

#### A. Conclusion

Based on the finding and discussion of the morphological order acquisition in the narrative text by second grade students of MTs N Kediri 2, it can be concluded that although the students got less number of occasions for three morphemes, they use three of the morpheme more accurately. The result of average accuracy calculation for plural markers form is 62 percent and for past regular verb is 84.5 percent. Meanwhile the last is past irregular verb is 74.9 percent.

The results of average accuracy calculation of two morphemes, plural markers and past irregular verbs are so far under the minimum score set by the school. Although the researcher did not make a problem with this result, it can be known that the students need more input and practice especially in using plural markers, and past irregular verbs. For the research problem, the answer is based on the accuracy score, the past regular is learned first, then past irregular verb and the last is plural markers which is quite different with the hierarchy of acquisition suggested by Krashen.

There are some factors that happened this study. First, because of many overused morphemes in this study, it may happened the students were inhibited

when the researcher conduct the test, so most of the students got less number of occasion. Second, the data are taken only once which makes this study is less reliable to be used as a standard of the description of the students' accuracy. Third, the data was got only in the form of narrative texts. The students may have different percentage of accuracy of the past regular and the past irregular forms when writing a different type of text (e.g. recount text).

## **B. Suggestion**

Some suggestions are proposed by the researcher to follow up the findings. The suggestion is addressed to the English teachers and future researchers.

### **1. For the Teachers**

It is suggested to give more help to the students in practicing both plural markers, the past regular and the past irregular forms. As we know that there is no exact rule of past irregular form as for the past regular form, teachers should consider it as the more difficult to learn and should give more examples of the plural markers and past irregular verb than the past regular verb. The teacher could give the students some tasks regarding the plural markers and past forms, such as memorizing a certain number of plural markers, past regular and past irregular verbs that they have to recite in every meeting, giving the students a written task about the past forms (e.g. writing a diary), and asking the students to tell their experience or a story.

## **2. For next Researchers**

For future researchers, it is suggested to take the data more than just once. The future researchers can take the data once every week or every two weeks. It means the future researchers should collect the data four times or, at least, twice in a month. So, the researchers will get more data from the students and know their progress as well by comparing the previous data to the next data. Thus, the future researchers will be able to show how the students use specific morphemes more accurately and it is expected that the result of the next research will be more reliable. Although this study describes the calculation of the students' accuracy, it cannot be used as a standard of the students' accuracy by the English teacher since the data analyzed in this study was taken only once. Thus, if the teacher wants to know the students' accuracy more accurately, he/she can analyze the students' works continually to get more up to date information. Moreover, the teacher will know whether the students' acquisition have improved or not.