

CHAPTER V

CONCLUSION

Language is one thing that cannot be separated from human life. Human needs language as an instrument to express his thought. Learning English takes a long process. It is from knowing nothing or a simple world of the language, until being to produce correct utterances or sentences.

English becomes a means of communication for people all over the world. It is used and learnt primarily for contact outside the community, called a foreign language. In Indonesia, English is compulsory in schools. It is taught to students since they are in Kindergarten. The learners cannot produce and master English directly. They often face problems because of the different linguistics systems between Indonesia and English. Making errors in language learning can not be avoided. The learner's errors are indicative both the state of the learners' knowledge, and the ways in which a second language is learned (Corder, 1981: 138).

One of fundamental of the English language system includes the way we change words, called morphology. In learning English morphology, the learners learn to produce and manipulate the morphemes of the language. English has seven inflectional morphemes, namely, plural morpheme, genitive morpheme, agreement morpheme, present-participle morpheme, past- tense morpheme, comparative and superlative morpheme. Plural morpheme indicates the plural number in nouns; the genitive morpheme indicates the genitive case in nouns. The

agreement morpheme indicates the third-person singular, present verbs. The present-participle is used to show the present-participle forms of verbs; the past-tense morpheme is used to show past verbs. The comparative and superlative morphemes respectively indicate degree of adjectives.

This study has tried to find out what types of the errors in the inflectional morphemes and find out the mostly inflectional errors made by the first-year students of SMA Nahdlatul Ulama I Gresik in their written work. Forty students' written works of SMA Nahdlatul Ulama I Gresik were taken as the source of the data. The analysis of students' written works reveals the real problem that students face. It shows the type of errors that students made in case of inflectional morphemes, namely error of substitution, error of omission, error of addition, and error of disorder. Error of substitution takes the first rank since it has the highest occurrences with the frequency of 169. Error of omission takes second rank with the frequency of 166. Error of addition gets the third rank with the frequency of 55. The lowest rank is error of disorder with the frequency of 19.

In addition, the most frequent inflectional error made by students was plural morpheme with the frequency of 117. This is followed by past-tense morpheme with the frequency of 90 then agreement morpheme with the frequency of 88, error in forming possessive morpheme with the frequency of 40, error in comparative morpheme with the frequency of 36, error in superlative morpheme with the frequency of 23 and the last one is error in present-participle morpheme with the frequency of 15. The information of this students' error could serve as a data base to know what types of errors that students actually make. From the types

of errors made by students in their written works, it can be seen that they still have difficulties to apply the rule of inflectional morphemes although they have been learnt the rule before. In other words, this analysis shows how students break the inflectional morpheme's rule. It could be used to provide information to the knowledge that they still have to master. In addition, it can also give a clear and reliable picture of the students' knowledge of the inflectional morpheme so it tells the teachers what remains to be more emphasized.

REFERENCES