

## **CHAPTER V**

### **CLOSURE**

This chapter presents conclusion and suggestion related to what has been analysed and discussed. It has correlated with the title, “An Error Analysis of Inflectional Morphemes of the Sixth Semester of English Department Students at UIN Antasari Banjarmasin Academic Year 2017/2018”

#### **A. Conclusion**

From the result of the study that has been discussed in finding and discussion. The researcher can conclude that:

#### **1. Inflectional Morpheme Errors are Made by the Sixth Semester of English Department Students**

Inflectional morpheme errors made by the sixth semester students are plural inflection, possessive inflection, adverb inflection, verb inflection, comparative inflection and superlative inflection. It shows that superlative inflection errors is on the first rank (66 errors), then it is followed by possessive inflection error on the second rank (59 errors), on the third rank is adverb inflection error (51 errors), on the fourth rank is verb inflection error (50 errors), on the fifth rank is plural inflection error (45 errors), and the last is comparative inflection error on the sixth rank (24 errors).

#### **2. Error Types of Students' Inflectional Morpheme**

There are two types of error that students made in inflectional morpheme, they are: misformation and addition. Misformation errors are characterized by

the use of wrong form of the morpheme or structure. While in omission errors the item is not supplied at all in malformation errors. Addition is marked by something that should not appear in the sentence. They are characterized by the presence of an item which it that must appear in a well-formed utterance.

It reveals that the sixth semester English students of UIN Antasari Banjarmasin still had problem and weakness in understanding and applying the English morphological inflection that relates with English grammar.

### **3. Sugestion**

All the end of this study, the researcher would like to give some suggestions related to the result of this study. They are as follow:

#### **1. For English lecturer**

The lecturer should know the reslut of this research and give a special attention to the students' grammar difficulties especialy in English morphological inflection in his/her teaching activity to anticipate the errors in the future.

#### **2. For students**

The students should learn from the errors that they made and have more practice in English morphological inflection. So that they can avoid repeating the same errors in the future. They should pay attention to English grammatical rule and should aim at becoming foreign language learners.

### 3. For Other Researchers

The researcher realizes that this study is not perfect enough to solve the problem of errors made by the students because of the limited knowledge, instruments and references used in analyzing the problem. The researcher expects a further study implements a better technique in order to get a better result.