

CHAPTER V

CLOSURE

A. Conclusion

According to the research and findings, there are some conclusion as follows:

1. The result of the research shows the kinds of morphological and syntactical interference:

- a. The kinds of morphological interference

In the research findings, the researcher found seven components. They are *a* used for *an* before vowels, *an* used for *a*, omission of 's, failure to attach *-s*, regularization by adding *-ed*, adjective/adverb incorrect, and the last, similar in meaning.

- b. The kinds of syntactical interference

In syntactical area, there are twenty seven components. They are omission of the article, use of possessive with the article, use of wrong possessive, simple verb used instead *-ing*, substitution of singular for plurals, omission of subject pronoun, misuse of preposition, omission of main verb, omission of *to be*, Wrong form of *to be*, omission of *be* in progressive tense, substitution of the progressive for the simple past, substitution of the progressive for the future, replacement of *-ing* by the simple verb form, misformation of simple and progressive aspect, disagreement of subject and tenses, omission of *to* in identical subject construction, attachment of the past marker to the dependent verb, word order, adjectival modifiers placed after noun, formation of *no* or *not* without the auxiliary *do*, omission of auxiliary, use of wrong auxiliary, regularization by

adding *-ly*, substitution of the simple present for the perfect tense, the use of verb 1 instead of verb 3 in passive voice, and the use of verb ing instead of verb 3 in passive voice.

2. Some factors that influence the interference that occur in students' speaking are lack of second language vocabulary knowledge and lack of knowledge about the difference of language system between mother tongue and second language.

B. Suggestion

Realizing the result of the research, researcher suggests:

1. The English teacher should be aware of the difference between English and mother tongue system, so that they can speak English correctly and well. The students usually imitate their teachers, the teacher should more pay attention so the way their speak and teach.
2. The students should understand the difference of language system between mother tongue and second language and try to apply it in their English speaking.
3. It's better for the school to evaluate and supervise daily English conversation practice.