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, oamission 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.