

CHAPTER V

CONCLUSION AND SUGGESTION

As the last part of this study, it discusses the summary of whole chapters of this study and the researcher's advice dealing with the results of this study. In the part called conclusion, the researcher explains the answer of the stated problems briefly in order to remind the readers of the findings and discussion of the study. In the suggestion part, the researcher describes the recommendation or advice for: the students who study word formation, the teachers, and also the further studies.

5.1 Conclusion

As this study had two objectives: (1) to describe the types of derivational morpheme and (2) to describe the types of inflectional morpheme found in the research abstracts written by Alumni of the master of English education at STKIP PGRI Sidoarjo, in the previous chapter, the researcher described that there were both types of derivational morpheme called (1) derivational prefix and (2) derivational suffix, and five types of inflectional morpheme called: (1) plural, (2) possessive, (3) present, (4) past, and (5) present participle.

With the basis of the theories used in this study, there were two types of derivational morpheme and eight types of inflectional morpheme. The researcher found all types of derivational morpheme, however, he did not find three types of inflectional morpheme called: (1) comparative, (2) past participle, and (3) superlative.

The researcher found two morphemes as the derivational prefixes. They were “un-” and “in-”. There were only two words (totally 4.3%) attached by these morphemes. However, the researcher found forty-four words (totally 95.7%) modified by the derivational suffixes. Derivational suffixes found in the students’ research abstracts were “-ion”, “-al”, “-ance”, “-er”, “-ive”, “-ity”, “-able”, “-ary”, and “-ly”. As stated from this result, derivational suffix was the most type of derivational morpheme used by the respondents.

It can be found out that some derivational morphemes changed the base words into noun such as “-ion”, “-ance”, “-ity” and “-er”. Some derivational morpheme changed the class word of base into adjective that were “-al”, “-able”, “-ary” and “-ive”. In addition, there was only one morpheme changing the class word of base word into adverb. It was “-ly”. However, some derivational morpheme did not change the class word of the base words. These morphemes were “-un” and “-in”.

The resercher found thirty-seven words (totally 29.6%) modified by inflectional plural “-s”, nine words (totally 7.2%) attached by inflectional possessive “-’s”, ten words (totally 8%) attached by inflectional present “-s” or “-es”, twenty-four words (totally 19.2%) attached by inflectional past “-ed”, and forty-five words (totally 36%) modified by inflectional present participle “-ing”. In conclusion, the most type of inflectional morpheme found in the students’ research abstract was inflectional present participle “-ing”.

5.2 Suggestion

This sub section discusses the researcher's recommendations for some parties that are the students who learns morphology, the English teachers, and the future studies relating to the morphological topic.

For students who learns morphology, the researcher gave suggestions that they have to increase the understanding about the development of words especially inflectional and derivational morpheme. They are very important part in learning language as inflectional will be used for grammatical rules and derivational morpheme will be used for making new word (deriving new words). It can help students to made sentence better by using derivational and inflectional morpheme.

For English teachers, this study is needed to them as authentic materials in order to teach subjects that relate to derivational and inflectional morphemes. This study hopefully can improve teachers' knowledge about words and the words development processes. They should apply those knowledge in the teaching process. Moreover, they have to ask their learners to analyze inflected and derived words because it will help the students to understand how words are developed before understanding the development of sentences. They can also use this study as the role model of word formation materials because it contains several findings relating to the derivational and inflectional word formation.

For the further researcher or future study, the researcher suggests them that they can use this study as their references in order to support their studies. Further researcher hopefully will conduct a study relating to the derivational and

inflectional morpheme by the use of quantitative approach and experimental approach. They can also analyze type of derivational and inflectional morpheme on the others research subjects and objects, for example, analysis of the types of derivational and inflectional morpheme used on movie.

