

CHAPTER V CONCLUSIONS

In this study, the writer wants to know whether the sequence of morphological acquisition of Dulay and Burt's research which is also more or less the same as the result of other previous researches done by the linguists, can also be applied in the morphological acquisition among Indonesian teenagers aged 10-13 years old as English learners. For about four months, the writer had observed and analysed the answers of the subjects given in the tests. The result of this investigation indicates that the theory of morphological sequence from Dulay and Burt is different from the result of the writer's research.

Although some morphemes have more or less the same position as in Dulay and Burt's research but the number of morpheme which do not have similar position is bigger. For example, like in Dulay and Burt's research, short plural and auxiliary are in the fourth and the fifth rank while in the writer research these two morphemes are in the fifth and the sixth rank so in this case the difference is not that big.

We can see that there is a big difference between the rank of third singular person, where in the writer's research it becomes the easiest morpheme to acquire meanwhile in Dulay and Burt's research, it was in the last rank. In other words we can say that it is regarded as the most difficult morpheme to acquire. The writer has an assumption about the reason why this morpheme has got the biggest percentage,

the writer thinks that it is because the simple present tense always becomes the first priority in most English grammar books so the first English tense that English learner will learn when they take English subject is simple present tense and auxiliary be for present tense also. This is why copula to be is in the second rank after the third person singular morpheme. The only morpheme which has the same position is copula to be, both in the writer's research and Dulay and Burt's research this morpheme placed the second rank.

The other surprising result of the writer's research is that the regular past morpheme is in the third rank, meanwhile in Dulay and Burt's research it is in the sixth rank. Eventhough, this morpheme has quite big percentage, but there is a tendency that actually the subjects did not understand or cannot distinguish between when they have to use regular past -ed and when they have to use irregular past. The present progressive -ing is also in the lower rank in the writer's research, and this is not the same with Dulay and Burt's research where this morpheme was in the upper rank. This fact is quite surprising because at first the writer thought that this tense is also easy for Indonesian teenager as English learner, but the result turned out to be different. Most subjects omitted the auxiliary to be which is one important part of present progressive tense. Some other subjects even used regular past -ed or third person singular morpheme to substitute -ing morpheme.

Finally, although there were some mistakes done by the subjects in their tests, the result of the writer's research shows that generally Indonesian teenagers as the second language learners of English have good understanding of English morphemes

and this is proven by the fact that all percentage of morphological sequence are above 70% which means above average. The writer also realizes that since the data collection procedure that she used was different from the one that was used in Dulay and Burt's research which also causes different result of research. Furthermore, the writer realizes that her test were about grammar and were not taken naturally from the subjects' language ability, which according to Krashen and Terrel will affect the result of the research. As quoted by Sri Utari Subyakto and Nababan, Krashen and Terrel stated:

The morpheme rank which was proposed by Krashen is not available if the subjects were given grammar test (because the process are no longer natural), but it will be available if the emphasis is on the communication itself. In other words, if the emphasis is put on the structure items, then the natural rank will be disturbed. However, if the data collection procedure is natural then the morpheme rank will stay undisturbed.

So there is a possibility that later if there's a new research using the same procedure of data collection, the research might have different result from this research. Furthermore, it might have similar sequence to Dulay and Burt's research since the other research uses the same procedure as Dulay and Burt's.

The writer hopes that by doing this research, there will be improvements in English teaching method so that in the future, Indonesian teenagers will have better English in written and oral ability. She also hopes that there will be another research about morphological acquisition in second language using different method of

collecting the data so that it will enrich and give a new input to the theory of morphological acquisition in second language in general.