V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results in the research and also several suggestions which are elaborated in the following sections.

5.1 Conclusions

In line with the results of the data analysis and discussion which have elaborated the answers to four research questions presented in the first chapter, the researcher draws the conclusions in two major parts as follows.

Firstly, based on the results and discussions of the morphological analysis test and the reading comprehension test, the researcher draws the following conclusions:

1. There was a significant difference and increase of the students' morphological analysis achievement after being taught through the morphological analysis teaching. This could be seen from the students' mean score of the posttest in the experimental class (77.12) which was higher than that in the pretest (62.50) with its gain score, 14.62. The t-test revealed that the result was significant which was determined by $p < 0.05$, $p = .000$. That significant increase could be used as a proof that there had been a morphological analysis teaching to the students and that kind of teaching had affected the students' morphological analysis achievement.

2. There was a significant difference and increase of the students' reading comprehension achievement after being taught through the morphological analysis teaching. This could be seen from the students' mean score of the posttest in the experimental class (77.12) which was higher than that in the pretest (62.50) with its gain score, 14.62. The t-test revealed that the result was significant which was determined by $p < 0.05$, $p = .000$.

3. There was a positive effect of the teaching morphological analysis on the students' reading comprehension achievement. This could be seen from the significant difference and increase of the students' reading comprehension achievement after being taught through the morphological analysis teaching in which the mean score of the students in the posttest was higher than that in the pretest.

Secondly, in accordance with the results and discussions of the observation and interview, the researcher draws the conclusions of the problems faced by the students in analysing words through morphological analysis as follows.

The students were lack of vocabulary knowledge in terms of determining the roots and their meanings. In addition, the students got difficulty in classifying words into their part of speech because there were many prefix and suffix forms as the characteristics in every part of speech which could give a brighter clue to predict the meaning of morphologically complex difficult words.

5.2 Suggestions

By considering the conclusions above, the researcher proposes some suggestions which are divided into two sections as follows:

In line with the conclusions stated on point 1, 2, and 3 in the first part, the researcher puts forward suggestions as follows:

1. The English teacher should introduce aspects of morphological knowledge to the students. Initially, the teachers should give explicit instruction and then gradually the learners can apply their morphological awareness automatically when they face new words that have the possibility of morphological analysis.

2. Morphological analysis should be taught to the students. This is because it might help them to predict the meaning of morphologically complex words usually encountered in a reading text and when they have known the meaning, they might be able to comprehend a reading text better.

3. The English teacher should integrate morphological analysis teaching while teaching especially in reading comprehension because its role is so essential to build and enrich the students' vocabulary knowledge especially root forms. When their vocabulary knowledge develops, their comprehension of a reading text may turn deeper.

In line with the conclusions stated on the second part, the researcher puts forward the suggestions as follows:

The English teacher should introduce and check the students' understanding of many word roots in teaching-learning process so that their vocabulary knowledge of determining roots and their meanings can be maintained and developed. Moreover, the English teacher should provide an interesting way of introducing the number of prefixes and suffixes. By providing a different fun way of learning,

such as games, the students may be able to understand them easily and they can fully pay attention to every affix characteristic in every part of speech. When they can comprehend it, they may be able to predict the meaning of difficult morphologically complex word through morphological analysis with an educated guessing of the appropriate meaning based on the part of speech.