

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Overall, from the results of this study, the researcher concluded that the answer to the research questions had already answered by conducting the research. Then, findings indicate that the types of bound morphemes that used by the students sixth semester of the English Education Study Program Muhammadiyah University of Metro are derivational morphemes including *infra-*, *-ation*, *-ment*, *-cy*, *-ly*, *-re*, *-ive*, *-ance*, *-y*, *-al*, *-ion*, *-ate*, *-ity*, *extra-*, *al-*, and inflectional morphemes including *-or*, *-ing*, *-s*, *-ne*, *-ed*, *-es*, *-er*.

The student who gets the higher derivational morpheme percentage is R11 with a percentage 100%. The student who gets the lowest derivational morpheme percentage is R1 with a percentage 66%. The students who get the highest percentage of an inflectional morpheme is R11 100%. The students who get the lowest inflectional morpheme percentage are R1 with a percentage of 52%.

The strategies are 1. The students using syntactic strategy in their translation, 2. Knowing the morpheme's usefulness and adjusting the use of morpheme with a certain word to be translated, 3. Translating word by word and sentence by sentence, 4. The students just read the entire text first, then choose the words that they don't know the meaning of in the target text (in English) and choose the right words to put the right morpheme, than the students translate the sentence by sentence until the end.

Morpheme which is often used by the students is derivational -ly, -ion, and inflectional -s, -ing, -ed. The researcher finds out some of the reasons why the student most using its morpheme. They are 1. Spontaneity, 2. The students did not realize that used bound morpheme it too much, 3. Adjusting the text that most needed in words requires morpheme.

There is no influence on the use of the translation strategy and the use of certain bound morpheme to high, medium, or low student percentages. It means there is factor x that which is the cause of differences in student percentages and the researcher cannot continue the study due to circumstances and limited time.

## **B. Suggestion**

There are some suggestions for the lecturer and the next researcher:

### 1. For Lecturers

The researcher gives suggestions for the translation lecturer is to give a little bit explanation in the translation course about morphology especially bound morpheme to make students remember about it. Beyond strategy and method, lecturers can also include morphology to be an assessment criterion on student translation to make the quality and simple translation.

### 2. For Next Researchers

In this study, the researcher takes the sample at the sixth-semester student of the English education study program at Muhammadiyah University of Metro. Based on the type, strategy, and the reason they use a certain bound morpheme of all students obtained by the researcher are the same majority. It means there is factor x that which is the cause of differences in student percentages and the researcher cannot continue the study due to circumstances

and limited time. So, the next researcher can continue this research to find out the factor x that not yet obtained by the researcher in this study.

### 3. For the Students

The researcher has suggestion for students of English Education Study Program Muhammadiyah University of Metro. After students read this thesis are the researcher hope to students can more pay attention bound morpheme in translation. Because previously students did not know that bound morpheme is very hopeful in making translation more quality.