CHAPTER I

INTRODUCTION

This chapter presents the general account of present study; it covers the background of the study, problem of the study, objective of the study, scope and limitation of the study, significance of the study, and definition of the key term

A. Background of The Study

In Indonesia, English seems to be the most important language because commonly people usedEnglish as first foreign language to communicate in other country. English is chooses as the first foreign language to be taught in Indonesian school for the reason that we recognize the important role of Englishin international world. In the process of learning English, there are four skills that should be mastered. They are: reading, speaking, writing, and listening. Of the four English skills, writingconsiders to be difficult for students to master because some rules of grammatical, syntactic or semantic knowledge. Writing is a process of discovering your own idea to make a communication with the reader.[1]In this case, we can conclude that writing skill seems the difficult aspect for students who learn English especially in writing skill because they could produce some errors.

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[1]Joy Wingersky, et al, *Writing Paragraph and Essays*. (California: Wadsworth Publishing Company, 1992), p.3

Errors are different from mistakes. Errors are systematic while mistakes are accidental. Error in English can be defined as deviation of systematic structure in grammar or any aspects of English[2] while mistakes could be caused by several things such as a slip as the result of a brief moment's inattention, tiredness or stress. Errors occur when the learner does not understand well or does not know what is the correct because errors reflect the knowledge of the learner. Some students seems often to make errors in any aspect of English like grammatical structure and language structure. Language structure is divided into three parts, they are: phonology, syntax, and semantics. Syntax is divided into grammar and morphology.

Morphology is the study of morpheme and their arrangements in forming word while morpheme are the minimal meaningful units which may constitute words or parts of words, like: re-, de-, un-, -ish, -cieve, boy, tie, receive, demand, likely, etc.[3] Morpheme are also the smallest units of meaning and the smallest unit of grammatical analysis in the language.[4]Morpheme also has close relationship with grammatical analysis.[5] For example in this sentence " There are two girls at front of the door", The word "girls" has three morphemes. One minimal unit of meaning is "girl" it also called free morpheme because it cand stand alone

[2]H. Douglas Brown, *Principles of Language Learning and Teaching*, (USA: Prentice Hall, 1987) P.170

[3] Eugene A Nida, *Morphology (The Descriptive Analysis of Word)*, (New York: The University of Michigan Press, 1949), p.1

[4] Geoffrey Finch, *How to Study Linguistics*, (London: Macmillan Press, 1988), p.183

[5]Fathor Rasyid, Learning English Vocabulary, (Kediri: Stain Kediri Press), p.23

and the minimal unit of grammatical function is "s" (indicating plural). There are two kinds of morpheme, they are free morpheme which could stand alone and bound morpheme which never stand alone. Bound morpheme divided in two kind of morpheme, they are derivational and inflectional morpheme.[6]

Inflectional morphemes is a part of bound morpheme that modify a verb's tense or a noun's number without affecting the word's meaning or class while derivational morpheme affect the words' meaning or class. Inflectional morphemes are said to be added to stems.[7]For example in word 'apple and apples'. The inflectional morpheme "s" in apple just indicating a plural and does not change the meaning or class, both of them is noun. Its very different in word teach and teacher. The suffixes "er" in teacher is derivational morpheme because it changes the class of word, teach is verb and teacher is noun. So, we can conclude that inflectional and derivational morpheme is close with grammatical aspect. Although inflectional morpheme is the smallest part of word but some students seem still get confused in using appropriate inflectional morpheme and still made some inflectional errors. Inflectional errors appear in all grade like elementary school, junior high school, senior high school even in university. From all grades, researcher thought that the grade which produce much errors is senior high school.

[6] George Yule, *The Study of Language (Third Edition)*, (Cambridge: Cambridge University Press, 2006), p.64

[7] Benjamin F Elson et al, *Beginning Morphology and Syntax*, (Texas: The summer institute of Linguistic Press, 1983), p.8

Senior high school is place where students got basic English material. This research conducted by researcher in SMAN 1 Nganjuk because it is one of the favorite school in Nganjuk, East Java. It proved by many academic and non academic achievements that SMAN 1 Nganjuk got in every year.[8] Reseacher gave some students preliminary test about writing descriptive text to check their writing ability. But, the result showed that students' ability in writing still low. Researcher choosed first grade of SMAN 1 Nganjuk especially the reguler and the digital classes as participants. Reseacher wants to know whether or not the students still got difficulties in morphological process. If some students still made some errors in using appropriate inflectional morpheme, it means that the students still have poor knowledge in understanding English basic grammar and they should learn more about English.

The previous study related to this research is about *Acquisition of The Inflectional Morphemes by Nigeria Learners of English Language* in 2003 by Akinmade Timothy Akande[9] and the finding is The nigeria learners did not have a good mastery of all inflectional morpheme, it was found out that there were few errors in the way these morpheme were used. Another research is done by Bahram Kaemian & Somayyeh Hashemi in 2014 with the tittle *A Contrastive Linguistic Analysis of Inflectional Bound Morpheme of English, Aerbaijani and Persian*

[8]http://www.smasa-nganjuk.sch.id
[9]Akimande Thimothy Akande, *Acquisition of The Inflectional Morphemes by Nigeria Learners of English Language*, Nordic Journal of African Studies 12(3): 310-326, 2003.

Language[10] and the finding is there are more varieties of inflections in Aerbaijani language than in English or persian. From the finding of those researches, the researcher found that inflectional morpheme is important to be observed. So, researcher conducting a research about "An Analysis of Inflectional Errors in Descriptive Texts Made by First Year Students of SMAN 1 Nganjuk"

B. Problem of The Study

Based on the background above, this study attempt to answer the following questions:

1. What kinds of inflectional errors that occur in the students' descriptive text?

2. What is the least and the most dominant of inflectional errors that occur in the students' descriptive text?

C. Objective of The Study

The objectives of this study are:

1. To find out the typeof inflectional errors which occur in students' descriptive text and compare the result between regular and digital class

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[10]Bahram Kaemian & Sommayyeh, *A Contrastive Linguistic Analysis of Inflectional Bound Morpheme of English, Aerbaijani and Persian Language*, International Journal of Language Learning and Applied Linguistics world 3(1) :593-614, 2014

2. To find out the least and the most dominant of inflectional errors which occur in students' descriptive text

D. Scope and Limitation of The Study

The scope of this study is about morphology. To make her research easier and accurate,researcher limits the subject of this study specifically intomorpheme especially inflectional morphemes. Based Akandes' theory, There are eight inflectional morphemes.[11]So, the limitation of this research is inflectional morpheme. Researcher tooks an analysis of inflectional morpheme and took the sample by students' handwriting. This research focused on first year students of SMAN 1 Nganjuk especially the X Science 3 as the best class (digital class) among the other class and X Science 4 as the reguler class. So, this study is limited to analyze the errors of using inflectional morpheme in students' descriptive text made byboth class of first year students in SMAN 1 Nganjuk.

E. Significance of The Study

The significance of this study expected to give some knowledge for readers, students, and teachers. So they can use it to learn better about English.

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[11]Akinmade Timothy Akande, *Acquisition of the Inflectional Morpheme by Nigeria Learners of English Language*, Nordic Journal of African Studies, (Nigeria: ObafemiAwolowo University, 2003), 12(3): 310-326

1. To reader

This study will help the readers to get new knowledge about morpheme.

2. To teacher

This study will help the teacher to know better about students' ability, and make teacher realize the important of grammar especially inflectional morpheme for first year students of senior high school. So, they can make new teaching style in order to make the students fun in learning English.

3. To students

This study will help the students to know their difficulties in using appropriate inflectional morpheme and realizethat inflectional morpheme is very important for all skill of English.So, it can motivate them to study well about English.

F. Definition of The Key Term

For avoid some misunderstanding on the study, there are some terms which need to be explained. These terms are:

1. Morphology is the study of morpheme and their arrangements in forming word.[12] It is a process of how the words of a language are formed to create a meaningful message.

2. Morpheme is the smallest meaningful units of language (Lim KiatBoey, 1957:37).

3. Inflectional morphemes modify a verb's tense or a noun's number without affecting the word's meaning or class. Examples of applying inflectional morphemes to words are adding *-s* to the root *dog* to form *dogs* and adding *-ed* to *wait* to form *waited.*

4. Errors can be defined as deviation of systematic structure in grammar or any aspects of English.[13]

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[12] Eugene A Nida, *Morphology (The Descriptive Analysis of Word)*, (New York: The University of Michigan Press, 1949), p.1

[13] H. Douglas Brown, *Principles of Language Learning and Teaching*, (USA: Prentice Hall, 1987) P.170