

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about the background of the study, the research problem and the objective of the study. This chapter also consists of the significance of the study, the scope and limitation, and the key term.

A. The Background of the Study

English is an international language that people use. Nowadays, it is being one of the most important languages since people around the world from different countries use it as a media to communicate each other. The use of English is widely spread almost in every country. Because of the benefit and importance of English, people start to learn it, so do Indonesians.

There are only few people in Indonesia master English. It is because English is considered as foreign language that is not a must to learn. Despite the fact that it is not a second language, there are many people in Indonesia try to learn English more serious. It can be known with such facts as English is learned initially from kindergarten, continued in elementary, middle, and senior high school. Moreover, English is also learned deeply in university stages. There are many universities offer an English major.

Many Indonesians try to learn English more by applying many ways to make learning easy for them. Despite of that fact, people in Indonesia still

get difficulty in learning English in many factors. In one side, they have to pay attention on how they pronounce English words in speaking. In the other side, they have to pay attention to the word form in written production. Forming words in English is rather difficult for Indonesian since they do not have various patterns like English.

The difference in forming words between Indonesian and English can be seen easily since they have different words produced. The first example of the difference is when we want to produce word in plural form. in Indonesian, for example if we want to say something in plural, we just need to add word '*banyak*' or the number before the thing only without adding any letter after the word, for example '*dua apel*'. In English, we have more than one forms of plural word. Sometimes, we add *-s* for the regular plural form like the words '*two apples*' but sometimes we also have irregular form of words like *knife* becomes *knives*. The other example when we want to produce verb in specific times. In Indonesia we do not have any different tense to say something whether it is past or being happening now. But in English, we have many forms and patterns such as adding *-ed* for past time activity and adding *-ing* for verb that is happening now. Move over, it is not all of verb in English have to be added with *-ed* to from past form of verb. Sometimes, they also have irregular form like *go* becomes *went*. Those complicated things often lead students to confusion. If they do not know how to form word properly, they will produce wrong word in English.

This study that is explained above is called morphology. Specifically, morphology is a study on the structure of words.¹ For the second language learners like Indonesian, they have to acquire it stage per stage from the simplest one to the last one. They still have difficulty in forming the simplest form that is single word formula for the beginner, the generic *-s*, the form *-ing*, the past form with additional *-ed*, the plural form of countable noun with addition *-s*, the possessive with additional *-s*, the adverb with suffix *-ly*, and the last acquisition which is verb used by third person singular *-s*.² The learners still have difficulty in learning English based on their stage in morphological acquisition.

To solve the learners' difficulties, many ways have been proposed. One of the ways is by giving grammar and morphology class that discusses and explains more about morphology and the rule of grammar. Although there are some ways to learn English effectively, the learners still get difficulty in applying the word form because Indonesians do not have complex morphological rule like English.

The same problem happens in STAIN Kediri. Some English students are still confused to make a correct word form. They still have difficulty in applying morphological rule although they have studied grammar and morphology from the first time they learned English when they were in middle school or even in elementary school. Sometimes, they cannot use additional *-s* for the verb, for the plural form, etc. It will be a

1 Carstairs, A and McCarthy. *An Introduction to English Morphology : Words and Their Structure*. (Edinburg : Edinburg University Press, 1993), p 4

2 Manfred Pinemann. *Second Language Acquisition: A First Introduction*. (Sidney : University of Western Sidney, 1995), p 16

serious problem needs to solve because English students in STAIN Kediri are prepared to be English teachers. If they do not have good understanding in applying morphological rule, they will teach incorrectly to their students. Consequently, the students will get wrong understanding in forming words.

Based on the background of the importance of learning English and the fact that to learn English students have to pass some stages to acquire morphological rule above, the researcher wants to do a research about the **Morphological Acquisition of Second Semester English Learners STAIN Kediri.**

B. The Research Problem

Second language learners have to obtain their knowledge in English gradually starting from the first level to the last level they finally acquire. Based on that fact, the researcher conducts a research on morphological acquisition with the research problem **How is the morphological acquisition stage of second semester English learners STAIN Kediri?**

C. The Objective of the Research

The purpose of this study is to know how far the students of semester two at STAIN Kediri acquire morphological acquisition based on the stages that is introduced by Pienemann in his research of second language acquisition studies. By doing this study, we will also know whether or not they can form words properly.

D. The Significance of the Study

The significance of this research can be presented as follow:

1. For students, this study will help them to know how far they acquire morphology based on the stages in morphological acquisition. This study will also help them to know whether or not they have used and formed words properly so that they can improve their acquisition in morphology better.
2. For the lecturers, the result of this study will be information about how far their students know and can apply the rule of forming words based on the morphological acquisition stages and a consideration for choosing appropriate method in English teaching learning process, so that the teachers will get maximal result in their teaching process especially in morphology class.
3. For following researcher, this study can be used as additional information in conducting his research. It means that this research can give useful information and be used as reference to conduct next further research.

E. Scope and Limitation

This study analyzes and describes the English students' acquisition of morphology at STAIN Kediri based on the morphological acquisition that is introduced by Pienemann. This study is limited to the theory of morphological acquisition introduced by Pienemann. Thus, it is used for the

analysis of morphological acquisition only, not the syntactic acquisition. The scope of the study is morphological acquisition stages that are acquired by the students in semester two and whether or not they have applied the rule of word forming properly.

F. Key Term

To avoid confusion, the researcher gives the definition of some key terms, as follow:

1. Second language acquisition is the study of way in which people learn a language other than their mother tongue, inside or outside a classroom.³
2. Acquisition is the act or effort in getting something especially knowledge.
3. Interlanguage is a linguistic system that draws, in part, on the learners first language but is also different from it and also different from the target language.⁴
4. Morphology is the study on the structure of words.
5. Morpheme is a minimal unit of grammatical description in a sense that it cannot be segmented or separated any further at the grammatical stages of analysis.⁵
6. Morphological acquisition is the stage of acquisition in forming words that learners obtain.

³ Ellis Rod. *Second Language Acquisition*. (England : Oxford University Press, 2008) p 3

⁴ *ibid*, 33

⁵ Matthew P.H. *Morphology: An Introduction to The Theory of Word Structure* (Cambridge: Cambridge University Press, 1978), p 196