

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the review of literature related to the study about morphological acquisition. It discusses about Second Language Acquisition, interlanguage as the subtopic of SLA, and morphology that leads into the review of the morphological acquisition introduced by Pienemann that is acquired by the second language learners.

A. Second Language Acquisition

Second language acquisition (SLA) is the study of the way in which people learn a language other than their mother tongue, inside or outside of a classroom.¹ The word second is not only understood as the second language that people are learning but also as the third or fourth language. Second is also not really inferred as the contrast of foreign because the word second is a common term used when people are learning other language either naturally because of the need of living in overseas or learning in a classroom through instruction.

The studies of SLA developed in 1960s. in that early years, there were some researchers such as Roger Brown and Dan Slobin doing longitudinal studies of first language. They studied to describe and account for the linguistic development that took place in young children. Their studies then informed early work in second language acquisition in a

¹ Ellis Rod, *Second Language Acquisition* (oxford: Oxford University Press, 1997), p 3

number of ways. First, they demonstrated that it was possible to investigate how language was acquired in valid and reliable ways. Second, they offered a set of methodological procedures that could be used equally well in the study of L2 acquisition. Third, they provided a body of descriptive information about how children acquired English as their L1 which could serve as a baseline for investigating how learners acquired English as an L2. Fourth, they addressed key theoretical issues such as the extent to which L2 acquisition was influenced by environmental or innate factors.²

The goal of the second language acquisition itself is to know how the second language learners can be successful in learning second language and explain their process and also why some learners seem to be better at it than others. It is also focused on the formal features of languages that linguist have focused about. So, from the study can be known about the process of acquisition, the establishment reference points for what can and cannot be taught, adaptation to any existing syllabus to the exact level of acquisition of learners.³

There are some theories on SLA introduced by the linguists. The first theory is behaviourism. This theory was introduced by Lado in 1964. The linguist believed that learning a second language starts off with the habit in learning the first language that interferes the way they learn second language. They receive linguistic input thru imitating and correcting feedbacks.

² Ellis Rod. *Second Language Acquisition & Language Pedagogy* (Melksham : Cromwell Press, 1993), p 2

³ Manfred Pinemann. *Second Language Acquisition: A First Introduction*. (Australia : University of Western Sydney, 1995), p 4

On the other hand, Chomsky argued that the second language learning is best viewed as innate knowledge. He explained that learning second language is acquired with the Universal Grammar knowledge. It permits children to acquire the language of their environment, during critical period in their developments. The learners have their own intuition about language. Therefore, they can be proficient in a language by themselves without learning a language with habit.

The other linguist who proposed an innatist theory is Krashen, 1982. This theory was called the Monitor Model. the first theory is The acquisition-learning hypothesis. In this hypothesis, he believed that learning second language is done by learning or acquiring. He cited that acquiring can be an important process to master second language. The second is the monitor hypothesis. In this hypothesis, he argued that the acquired system is responsible to the fluency and correctness, while the learned system, on the other hand, is just as monitor. The third is the natural order hypothesis. This natural hypothesis explained that second language learners acquire target language with predictable sequences. This is proven by the study of grammatical morphemes acquisition stating that although third person singular -s is easy to learn in class but it is difficult to be applied in conversation. The fourth hypothesis is called the input hypothesis. He argued that someone acquiring language is only one way from exposure to comprehensible input. The last is the affective filter hypothesis. In this

hypothesis, he cited that the condition of learners such as need, attitude, and emotions affect the acquisition of second language.

The other theory is learning second language acquisition is gained by interaction. Interactionists emphasize that learners can be proficient in second language with the help of their interlocutor. They do conversation and acquire second language with the support of them.

From the theories above, especially Krashen's third theory, the natural order hypothesis, leads this study that acquiring second language can be predict in some sequences of grammatical morphemes. Moreover, the interlanguage, one of the subtopics in second language acquisition, will be discussed in the next subtopic in this research.

B. Interlanguage

Interlanguage is a learners' product of creative construction of the target language in the learners' own mind.⁴ According to Selinker, The American linguist, it is a linguistic system that shows, in part, on the learner's first language but is also different from it and different from the target language that the learner learns.⁵

The concept of interlanguage involves the following premises about second language acquisition. The first is interlanguage itself that is defined as a system of abstract linguistic rules. The second one is that the learner's grammar is permeable. The third is the learner's grammar is transational.

⁴ *ibid.*, p 10

⁵ Ellis Rod, *Second Language Acquisition* (oxford: Oxford University Press, 1997), p 33

The fourth is that the learner's construct variable rules system. The next is that learners develop some strategies to develop their interlanguage. The last is that their grammar is likely to fossilize.

There are three aspects in interlanguage. The first is discourse aspect that is learnt systematically. There are some discourse rules that learners have to acquire. When they fail to provide appropriate responses in communication will be considered as sociolinguistic error. The second is psychological aspect. It means that mental structure and processes are involved in the acquisition and the use of language. The third is linguistic aspect. The linguistic aspect of interlanguage is the structures involved in the development of interlanguage.

As the special structure that the second language has, interlanguage has unique structure to learn. The examples of the structure that the second language mostly acquires and passes are syntactic acquisition and morphological acquisition. The next subtopic is the review of how words are formed based on the English morphological rule.

C. Morphology

Morphology is the study on the structure of word.⁶ It is specifically concerned with the structure of word and with the relationships between words involving morphemes that compose them. The word morphology comes from the Greek word *Morphe* that has meaning as form or shape.

⁶ McCarthy Andrew Carstairs, *An Introduction to English Morphology: Words and Their Structure* (Edinburgh: Edinburgh University Press, 1993), p 4

Words always have something almost the same in form. English, as one of the languages that contains many words also has predictable meaning. Almost every word has structure that we can predict the meaning from the sounds or letters or combination of sounds or letters that make it up.

Learning about morphology cannot be separated with learning morpheme. Morphemes are the smallest individually meaningful elements in the utterance of a language (Hockett 1958: 123).⁷ It is because by learning morphemes and how to construct words with them, we can produce words properly. By having the knowledge of word structure, we also will get easy to master many vocabularies because of the fact that word is actually formed with root or base word with the addition of morpheme that will have different meaning.

There are some kinds of morpheme. The first morpheme is bound and free. Bound morpheme is morpheme that cannot occur alone.⁸ When discusses about bound morpheme, we will automatically learn about free morpheme. In contrast of bound morpheme, free morpheme is morpheme that can stand alone. Here is the example of bound and free morpheme:

Helpful > *help* + *ful*

If we hear word *help*, we will know the meaning that it is a word that has meaning to be of use or service to somebody.⁹ It means that even it occurs without any other morpheme, we can understand it well because it supplies concrete element in its meaning. In contrast to the morpheme *help*,

⁷ Benjamin F. Elson and Velma B. Pickett, *Beginning Morphology and Syntax* (Texas: Summer Institute of Linguistics, 1987), p 6

⁸ *ibid*, p 7

⁹ Oxford Dictionary

when we hear *-ful*, we cannot get complete information in the meaning. We have to know the free morpheme occurs with it. That is why the affixes such as *-ful* are considered as bound morpheme.

The other kinds of morphemes are root and affixes. As what has been mentioned in the previous paragraph, root and affixes are almost similar with free and bound morpheme. The distinction between them is that roots are often be considered as free morpheme. Root is the core of word.¹⁰ On the other hand, the affixes are often called as bound morpheme. It is because affixes cannot stand alone.

The morpheme is not always pronounced in the same way. It is because many morphemes have two or more different pronunciations. The different pronunciation of the morpheme is called allomorphs. The choice between them is determined by the context.

Learning about words also means learning about its form. It is called inflection. Inflectional morphology deals with the inflected forms of words, that is the kinds of variation that words exhibit on the basis of their grammatical context. The example of inflection is word *perform*. *Perform* is the root that can be inflected to be *performed* in past tense, *performing* in continuous tense, *performs* in third person singular subject, etc. there is also irregular inflectional word. It means that the word that in inflected does not have regular form such as performed. The example of this word is *tooth*. In plural form, the word *tooth* will be inflected to *teeth*.

¹⁰ McCarthy Andrew Carstairs, *An Introduction to English Morphology: Words and Their Structure* (Edinburg: Edinburg University Press, 1993), p 20

Morphology has some stages that will be acquired by the learners of second language. It will be reviewed in the next subtopic.

D. Morphological Acquisition

The structure of how people learn second language can be observed both in syntax and morphology. The morphological acquisition itself is stage of acquisition in forming words that learners obtain. Second language learners acquire it mostly always the same. They have to acquire it one by one from the first to the last stage as follow in the table below that is introduced by Pienemann.¹¹ :

Table 2.1

Stages in ESL Acquisition: Morphology (updated 1994)

Stage	Morphology	+ (supplied)	> (oversupplied)	- (not supplied in obligatory context)
6				
5	3 pers. Singular -s Adverb -ly	Hè èats Run slowly	Hè is èats Fastly	Hè èat Run slow
4	Possesive -s Plural -s	Pat's cat Two cats	He saw Pat's A cats	Pat cat Two cat
3	Past -ed Ing	She played Going	She goed shopping Wenting	Yesterday she go -----
2	Generic -s	Cats are nice	-----	Cat is nice
1	Single word, formulae	Hello Central How are you?		

¹¹ Manfred Pienemann. *Second Language Acquisition: A First Introduction*. (Sidney: University of Western Sidney, 1995), p 16

From the theory above, an utterance is considered supplied if the utterance is in correct word form. It is considered over supplied if in one utterance has more than one morphological rules. It is considered not supplied if the utterance has incorrect word form. Both over supplied and not supplied is considered as wrong word form. Pienemann ordered the stages based on the frequency of the supplied, over supplied, and not supplied form that is got from the learners' utterances.

The second language learners have unique and special rule and structure that are produced. They also have to obtain some stages of acquisition in learning language. One of them is morphological acquisition introduced by Pienemann that has been explained above. The researcher uses it as the main theory of acquisition in conducting research to know the morphological acquisition of second semester English learners STAIN Kediri.