

CHAPTER I

INTRODUCTION

This chapter discusses some aspect, and they are a background of the study, research problems, research objectives, the significance of the study, definition of the key terms. Those are very important to give a brief explanation about the intended study.

A. Background of Study

There are four skills in learning English, namely; listening, speaking, writing and reading. Writing is one of the student outcomes in the learning process. In this activity, the writer must be skilled at utilizing graphology, language structure, and vocabulary. Besides, the importance of writing skills is as follows: First, writing skills are productive and expressive activities. Second, writing skills can support student performance in learning language. Third, to increase students creativity so that students can convey knowledge and information that students know to the general public through writing activities. Students can increase the knowledge and information they get by conveying it through writing activities. Fourth, to hone these writing skills, a students must have many ideas, knowledge, and life experiences.

Writing is the most challenging activity because what we say is different from what we write. Here are some factors that make writing in English difficult, such as spelling, vocabulary, and grammar. In language there are several branches of linguistics, such as morphology, syntax, semantics, sociolinguistics, and psycholinguistics. The phonology of language that studies sound, morphology studies about meaningful sound combinations, lexical is studies about words, a syntax that studies about meaningful word combinations, semantics which studies about meaning and discourse that studies about how syntax is combined.

Gotby et. Al¹. for for instance, state that morphology is the study of the way in which words are constructed out of smaller meaningful units; whereas, Nida²

¹ Godby, Carol Jean, Rex Wallace, and Catherine Jolley. (1982). *Language Files*. Ohio: Advocate Publishing Group.

asserts that morphology is the study of morphemes and their arrangements in forming words. Another definition mentions that morphology is a sub field of linguistics that studies the internal structure of words and the interrelationships among words Akmajian³. Furthermore, Matthew⁴ states that morphology is simply a term for that branch of linguistics that is concerned with the forms of words in different uses and constructions. There are two kinds of morphology; they are derivation from of morphology and inflection. Derivative morphology discusses the morphemes that can be used to form new words. Inflection morphology occurs with nouns, pronouns, and verbs.

This research aims to find errors in making derivative words and to find out what mistakes are most often made by research subjects in making derivative words. The data used in this study were taken from the thesis background chapters of IAIN Kediri students and the results of writing from 4th semester students majoring in English at IAIN Kediri. Thesis background is the text that is presented by the researcher to provide general information about the research being carried out. The background can contain a brief explanation of what topic was chosen, why the researcher chose the topic, what phenomena exist related to the research topic and sometimes also accompanied by expert opinions. Because morphology is related to grouping words into affixes (prefixes and suffixes) and roots or basic words, as well as word origins. So this research has an important point in developing students' vocabulary in understanding that words associated with meaning can be associated with spelling.

With research on inherited morphological errors, it is expected to minimize errors caused by student writing at the next level. The difference between this research and previous studies is that there are objects and subjects. In the previous research object, most of the students used writing assignments such as descriptive,

² Nida, Eugene A. (1957). *Morphology: The Descriptive Analysis of Words*. 2nd Ed. New Jersey: The University of Michigan Press. Ann Arbor.

³ Akmajian, Adrian, Richard A. Demers and Robert M. Harnish. (1984). *Linguistics: An Introduction to Language and Communication*. London: The MIT Press.

⁴ Matthew, P. H. (1978). *Morphology: An Introduction to the Theory of Word- Structure*. New York: Cambridge University Press

recount, narrative, etc. In this study, the data were taken from the thesis of students majoring in English which was their final project. In previous studies, the next difference was that subjects took a lot of data from elementary to high school student learning outcomes, and this research was taken from final year student results around the 2018/2019 school year.

Several previous studies on derivational morphology analysis can be used as a reference for conducting this research. Firstly, research with the title "Analysis of the Use of Derivative Words in Post-Test Short Essays for Students of the ICN Study Program, State University of Surabaya". That was done by Febriahati (2013). This study aimed to describe the use of 8 derivative words in the composition of the English Department students at UNESA. This study uses the composition of students in writing tests after they have completed the IC program. The results showed that the students made mistakes in compiling derivative words. Errors are classified into four types based on the taxonomy of surface structures. They are errors of negligence, errors or additions, misinformation errors and ordering errors. Furthermore, he found two considerations in this case, why IC program students still could not face difficulties in constructing derivative words in their posttest. First, the idea of using IC handouts provides insufficient explanations for constructing words from basic forms. Second, the learning process carried out in class. Lecturers are not assigned to explain grammar intensively because the main task given to them is to convey four skills: language understanding, listening, reading, speaking and writing. Some lecturers provide grammar explanations, especially derivative words and vocabulary. This problem causes students not to understand derivative word construction.

There is also research by Saleh Ramadan in 2015 entitled Morphological Errors Made by Jordanian University Students. This study includes more results because the researcher tries to identify, classify, describe, and determine the cause of the morphological errors made by fourth-year students majoring in English in Jordan. The participants of this study were 20 students from the Al-Zaytoonah Private University Jordan. This study indicates that (a) students' competence in English morphology is poor and (b) the errors are caused by several factors such as

inconsistency in English and errors in implementing rules. Interference and overgeneralization are also other causes.

In a study by Dwi Putri Setyani (2016) entitled Students 'Problems In Making Derivational Words, data was taken from eighth-semester students majoring in English, UNNES in the 2015/2016 academic year. The trial test consisted of 25 students, and the real test was 25 students. The results showed that of the total errors (146), most of the errors came from nouns and adjectives from verbs with 30 errors. This is relevant to the questionnaire results, which showed the highest percentage (60% or 15 students). It was found that most students had difficulty deriving nouns from nouns. The collected errors are analyzed based on the Surface Structure Taxonomy, which defines four types of errors: omission, addition, malformation, and misordering. There were 146 errors consisting of 98 (67.1%) misformations, 34 (23.3%) omissions, and 14 (9.6%) additions.

Research by Paramita Kusumawardhani (2018) entitled The Error Analysis of Derivational Morphology In Efl's English Narrative Composition found many mistakes about student narratives' affixes. Data were taken from class XI SMA Negeri Tangerang. Descriptive method is used in this research. This study results found that some mistakes were made and most of them were about affixes, because of researchers research on the morphology of derivatives. The errors found were regarding derivatives in nouns, adverb, gerund after preposition and after certain verb, to infinitive, present and passive participle, modal and adjectives.

B. Research Problem

Based on the background of the study, the problem of this research as the following question :

1. What error were found in the derivation and inflectional words made by students across the academic years ?
2. Which type of error is the most dominant between the writing results of students across the academic years?

C. Research Objectives

The purpose of this study was to find errors in making derivative and inflectional words by research subjects and to find out how many mistakes were most often made by research subjects in making derivative words.

D. Significance of The Study

The researcher hopes that this research will be useful for the following :

1. For students

Writing is useful for developing student skills because it can improve communication in the form of text. With a more in-depth analysis, students will learn in more specific about the vocabulary and spelling that will be used for the next assignment.

2. For lecturer and teacher

The results of the research are expected are expected to help lecturers to find out their students abilities regarding morphology in recognizing errors in writing, so that they will pay attention to mistakes made by students and the causes of error in writing. Therefore, the lecturers encourage them to provide more effective explanations or change their teaching methods to reduce students errors.

3. For next researcher

This study can be important for any researcher interested in investigating the morphology, especially in the derivational section. Future researchers can be use this research as a reference.

E. Definition of The Key Terms

To avoid misconception on some term in this study, the key terms are defined as follows :

1. Morphology

Morphology is a branch of linguistics that identifies the basic units of language as grammatical units. Morphology studies the intricacies of word forms and word form changes in word classes and meanings. It can also be said that morphology is the study of the ins and outs of words (word structures) and the effect of word form changes on the meaning (meaning) and a class of words.

2. Derivational and Inflectional Morphemes

Derivative morpheme is a morpheme attached to another morpheme that will form a new morpheme/word or form a word that is grammatically different (lexeme) from the previous word. Derivational can also be interpreted as the process of forming words through the addition of affixes, which can be in the form of prefixes and / suffixes. The resulting new word will have a different meaning from the base word. Meanwhile, inflectional morpheme is a word formation that combines free morpheme and bound morpheme without any change in the word, both affixes are always suffixes.

3. Error Analysis

Error analysis is an analysis carried out on language learners who make language mistakes, thus the cause of the error must be examined so that the learner does not make any more mistakes.